

A Study
of the Kansas Elementary School Principalship

by

Joseph V. ^{Victor}Holly

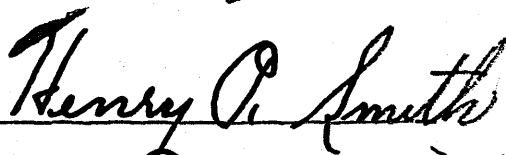
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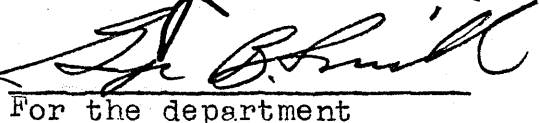
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CHAPTER I
INTRODUCTION
AND
RELATED LITERATURE

The elementary-school principals are by far the largest group of school administrators. They carry great responsibilities. Goodykoontz and Lane ¹ reported in 1938 that there were approximately twenty-one thousand elementary-school principals, in charge of a large proportion of the administrative units of the public school systems in the United States.

Most of the published reports concerning the history and development of the principalship are based upon data obtained from early day school reports of some of our larger cities. Among such early reports are those of Boston, Chicago, St. Louis and New York.

The Evolution of the Principalship

The origin and subsequent development of the elementary-school principalship rightfully may be called a process of evolution. In a study on the evolution of the elementary-school principalship, Arthur S. Gist ² reports

¹ Bess Goodykoontz and Jessie A. Lane, "The Elementary School Principalship," Bulletin No. 8, 1938, Office of Education, Washington, D. C., page 1.

² Arthur S. Gist, "The Evolution of the Principalship," Third Yearbook, Department of Elementary School Principals, Vol. III, No. 4, July 1924, pp. 205-215.

that at one time little attention was paid to efficient teaching methods and to expert supervision as evaluated by our present standards. The teaching was primarily religious in character and was dominated by the ministry. Supervision consisted mainly of lay inspection and naturally was cursory in character. The first official recognition of supervision probably was made in Massachusetts in 1789, in a law providing for a committee to look after the schools, and its purpose evidently was to do more than merely employ and examine teachers. The committee supervised instruction and the work of the school. This represented the first supervision of schools. In 1826 the law was amended to make this practice obligatory.

As enrollments increased and a need arose for two or more teachers one often was designated as head teacher with duties that were chiefly disciplinary in nature. As the school grew larger there was need for reports of a statistical nature, and the head teacher performed the extra clerical work.

Later, in the larger schools of the more populous areas the head teacher was designated as the chief teacher or principal. The office took on the managerial functions, and the person in charge usually was relieved from teaching duties part of the time for administrative duties.

Within the last two or three decades according to Gist, the principals of the larger schools have been relieved of a definite teaching assignment. With their responsibility lessened, and a public demand for better teaching efficiency, the principal has assumed an increasing amount of responsibility for a high type of instruction in his school. This supervision of instruction now is considered one of the primary duties of the principal.

Various phases in the development of the principalship are described by Worth McClure.³ He uses the classification as given by Roy A. Crouch.⁴

<u>Stage</u>	<u>Chief Duty</u>
1. One Teacher	Teaching
2. Head Teacher	Teaching
3. Teaching Principal (Part Time)	Teaching
4. Building Principal (Full Time)	Administration
5. Supervising Principal (Full Time)	Supervising

The only aspect of the one-teacher stage which bore any relationship to the modern principalship was that the teacher should be in charge of the building during school

³ Worth McClure, "The Development of the Elementary School Principalship," Seventh Yearbook, Department of Elementary School Principals, Vol. VII, 1928, pp. 160-167.

⁴ Roy A. Crouch, "Status of the Elementary School Principal," Fifth Yearbook, Department of Elementary School Principals, Vol. V, July 1926, page 208.

hours. He taught pupils, kept records, assumed responsibility for the care of the building and made required reports.

Head Teacher Stage

When there were several teachers in one building it became evident that one of them had to be in charge of the whole school. In Boston, the Board studied the whole situation and in 1849 recommended that the grammar master be the controlling head of the school. Some of the titles used for the new head teachers were: head teacher, chief teacher and principal teacher.

An idea of the principalship at this stage may be gathered from the list of duties of the "master" as reported in Boston in 1857:

"The duties of the master of the Grammar School were:

1. Admit individual pupils on examination.
2. Visit the primary schools each year, examine the first division and give certificates of admission to the grammar to all who were qualified.
3. Give permission to classes to study the next textbooks when the year's assignment was completed prior to the regular promotion time.

"Duties of the master of the primary schools were as follows:

1. Admit qualified pupils.

2. Require transfers and excuses for absences.
3. When using a part of the Grammar School building to arrange recesses so as not to conflict with the older scholars.

"General Duties:

1. The principal teacher to keep a register of names, ages and place of residence of scholars.
2. The master to examine all scholars of the building as often as necessary.
3. The principal teacher to report semi-annually to the secretary of the Board as to the number of scholars in the school.
4. The master to furnish to the secretary of the Board the name, residence and similar information of every new teacher appointed to his building.
5. The principal teacher empowered to exclude unruly pupils.
6. The principal teacher empowered to suspend, expel, and readmit pupils.
7. The principal to make rules for the use of the school premises.
8. The master of each school to arrange classes so as to provide exercises midway in both morning and afternoon sessions." 5

Crouch ⁶ found data similar to the above in the 1859 report of Divoll in St. Louis. There seemed to be a

⁵ Worth McClure, "The Development of the Elementary School Principalship," Seventh Yearbook, Department of Elementary School Principals, Vol. VII, 1928, pp. 162-163.

⁶ Roy A. Crouch, "Status of the Elementary School Principal," Fifth Yearbook, Department of Elementary School Principals, July 1926, page 209.

need for assistants to help teachers with the problem of instruction.

J. Cayce Morrison ⁷ likewise found the principals had to perform practically the same type of duties in Buffalo, as reported in a digest of ordinances of the Common Council of Buffalo for the year 1853 covering the work of elementary-school principals. In Buffalo the principal was expected to teach a class of sixty to seventy-five pupils in addition to his other duties.

The Teaching Principal

The reports from the following superintendents: Philbrick of Boston in 1857, Wells of Chicago in 1859, and Denman of San Francisco in 1860, show that they were in favor of having assistants to relieve the head teacher so that he would have time to help teachers in coordinating the work of the whole school system.

In 1863 Superintendent Seton of the state of New York advised his superintendents to give their principals more time to visit the classrooms, to correct errors of discipline and to counsel and give practical instruction to the inexperienced teacher. Also the principals needed to

⁷ J. Cayce Morrison, "The Principalship Develops Supervisory Status," Tenth Yearbook, Bulletin of the Department of Elementary School Principals, Vol. 10, 1931, page 157.

devote more time to school records. ⁸

A rather brief account of the emerging elementary-school principalship is given by Goodykoontz and Lane. ⁹ They report that as the school enrollments increased there was need for assistant teachers. Several things happened to help alleviate the situation. The Lancasterian system with its monitors flourished; additional rooms and teachers were added to the initial unit; a large school was divided into primary, intermediate, and grammar departments each with a teacher in charge, and finally these departments were broken down into grades.

"Somewhere along the line - no one knows exactly when - it became the practice to designate one of the teachers as 'principal teacher' or as 'principal' and to give him responsibility for making such adjustments as were required and for coordinating the activities of the 'assistant' teachers." ¹⁰

An excerpt taken by Goodykoontz and Lane from the 1838 Annual Report of the Trustees and Visitors of the Common Schools of Cincinnati states:

"The Board has endeavored to place the control of the houses, so far as the regulation of scholars is concerned, under the charge of principals to whom the assistants are subject in minor arrangements of government, classification, etc." ¹¹

⁸ Worth McClure, Op. cit., pp. 163-164.

⁹ Bess Goodykoontz and Jessie A. Lane, "The Elementary School Principalship," Bulletin No. 8, 1938, Office of Education, Washington, D. C., pp. 2-3.

¹⁰ Ibid. Page 2.

¹¹ Ibid. Page 2.

The Building Principal

With the rapid increase in population in towns and cities there came a need for school building administration semi-independent from the main system's administration. There was need for a building principal who would be responsible to the central administration of the system and yet be in complete control in his own building.

The practice of freeing the principals of large schools from teaching became evident in 1860 as shown in a report by Superintendent Wells of Chicago in 1859, which was mentioned by Goodykoontz and Lane. ¹²

About the time the building principal idea was getting established the Civil War came along, checking this movement toward a principalship and provision of time for supervision. Cubberley stated that:

"Up to about 1880 at the North and 1890-1900 at the South, however, educational development and expansion came but slowly; expenses were kept down, school buildings were kept simple and along established lines, few new features were added to the curriculum, and few new school supervisory officers were employed." ¹³

¹² Bess Goodykoontz and Jessie A. Lane, Op. cit., page 3.

¹³ E. P. Cubberley, Public Education in the United States, Houghton Mifflin Co., Boston, 1934, pp. 429-430.

After the Civil War, cities grew rapidly and enrollments in public schools increased to the extent that the superintendents could not supervise all the work of the buildings in the school systems, so the principal of each building was relieved of part of his teaching duties in order that he might do the supervision previously done by the superintendent.

Each principal according to McMurry ¹⁴ was held responsible for the correctness of the reports that came from his school. He had to report on conditions of the buildings, heating, lighting, fire drills, and seating. He had to make estimates of needed supplies; he had to see to their proper distribution and adjustments. The principal had to interview parents, know absentees, follow up cases of truancy, et cetera. Practically all things were considered except supervision of instruction.

Certification and Qualifications of the Elementary-School Principal

The issuing in the several states of teaching certificates for elementary teachers and for elementary principals in the past was performed by many agencies.

¹⁴ Frank M. McMurry, Elementary School Standards, World Company, Yonkers-on-Hudson, New York, 1913, page 186.

These agencies ranged from the local minister, school board, and county superintendent to various state agencies. Kansas has had all of those agencies of certification with perhaps the exception of the minister.

The certification of the elementary-school principal as an administrator in Kansas prior to January 1, 1948, has been limited to the certification required of the classroom teacher. This meant that the academic and professional training of the principal varied in recent years from that of a high-school diploma to that of a master's degree or beyond. Yet, any one who had the minimum requirement for classroom teaching was likewise eligible to become an elementary-school principal.

The extent of training and experience which a particular position required was set up by the local board of education or superintendent of schools of the school system.

What, then, should be done about the certification requirements and qualifications of those who are to become elementary-school administrators?

The answer may be easier to determine if we review a portion of the history of certification of elementary-school principals in the United States.

In a study made by B. H. Peterson ¹⁵ in 1937 he found that twenty-eight states, or 57.1 per cent of the forty-eight states, also the District of Columbia, required special certification of elementary-school principals; while twenty-one, or 42.9 per cent, did not require special certification. Peterson also found that prior to 1910 no states required special certificates for elementary principals. In the decade 1910-1920, five states had special certificates; between 1920 and 1930 seven states required special certificates and from 1930 until the time of Peterson's study the number requiring special certification was raised to sixteen states.

In a survey made in 1936, Churchill and Otto ¹⁶ found as did Peterson that twenty-one states did not require special certificates for elementary-school principals. Those states were Arkansas, Colorado, Florida, Georgia, Idaho, Kansas, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Mexico, Ohio, Oklahoma, South Dakota, Tennessee, Vermont, Virginia, Washington, West Virginia and Wisconsin.

¹⁵ B. H. Peterson, "Certification of Administrators in the United States," School and Society, Vol. 45, 1937, pp.784-786.

¹⁶ Claire Churchill and Henry J. Otto, "Certification Requirements for the Elementary-school Principals," Fifteenth Year-book, Part II, National Elementary Principal, 1936, pp. 196-202.

An earlier study by Churchill and Otto ¹⁷ reported in 1936 revealed that during the period of 1928-1936, sixteen states made special requirements for elementary-school principals' certification, namely, Arizona, Illinois, Iowa, Louisiana, Maine, Minnesota, Missouri, Montana, New Hampshire, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina and Texas. This represents a gain of 43 per cent in approximately seven years.

The Research Division of the National Education Association ¹⁸ conducted a nation-wide survey in 1944, the purpose of which was to find out how much progress had been made by state governmental units in requiring a special certificate for persons holding the position of an elementary-school principal.

This survey states that nineteen states and the District of Columbia require elementary-school principal to hold a clearly defined special certificate in addition to a typical teacher's certificate. In seven other states (Arkansas, Georgia, Louisiana, North Carolina, Oregon, Pennsylvania, and West Virginia) a special principal's certificate was provided for by law but was not mandatory when

¹⁷ Bulletin of the Department of Elementary School Principals, The Seventh Yearbook, April 1928, page 392.

¹⁸ Research Division, National Education Association, Washington, D. C., "State Certification of Elementary School Principals," The National Elementary Principal, Vol. 2, June 1945, pp. 6-13.

the survey was made (1944). In the survey it was found that in Texas the state accrediting committee gives a statement of approval but this statement is not considered to be a certificate required by law.

The survey by the Research Division of the National Educational Association reveals further data. Of the twenty states where a special certificate is mandatory the legal bases are: three by statute; fourteen by ruling of the state board of education; and three by both statute and by state board rules.

The special certificate for elementary school administrators has been given several names. This special credential is designated by nine states as the elementary school principal's certificate; two others call it an administrative certificate; one, a certificate in elementary school administration; one uses the term administrative principal certificate (or teaching principal certificate); one refers to it as graduate state certificate; one calls it supervising elementary principal certificate (or teaching elementary principal certificate); one, an administration and supervision certificate; one calls it elementary administrative certificate; one uses the term superintendent-principal certificate; and one (New Mexico) refers to it as master teacher's certificate.

That there is no uniformity as to the agencies issuing certificates is supported by Peterson ¹⁹ who found that in thirty-five per cent of the states state board regulations governed certification requirements. This meant that sixty-five per cent of the states found it rather difficult to modify the certificate requirements of school teachers, because these states must wait for the state legislatures to meet to change the certification laws. Those states which have state board control may have regulations changed by calling a meeting to make the necessary change. If there is a choice between the state board of education and state law regulation of certification of teachers Peterson in 1937 said,

"The most desirable set-up regarding the regulation of the certification of school men is that the state board of education have complete authority. Such control permits rather rapid changes in certification requirements when deemed necessary." ²⁰

Professional, Academic and Experience Requirements

The professional and academic requirements vary considerably from state to state. The teaching experience which a person needs before he is certified as an elementary

¹⁹ B. H. Peterson, "Certification of Administrators in the United States," School and Society, Vol. 45, 1937, pp. 784-786.

²⁰ Ibid.

principal ranges from no experience in one state to eight years in another.

Woellner and Wood ²¹ in their 1945-46 report on requirements for certification of elementary-school principals found the following information: Twenty states made specific professional requirements for elementary-school principals' certificates. The requirements ranged from four to forty semester hours. There was an average of 19.3 semester hours per state with a median requirements of approximately eighteen semester hours.

Nineteen states required courses in elementary school administration.

Four states required courses on the organization and function of elementary and secondary schools. Four states required courses in curriculum. One state (Arizona) required a two-hour course in statistical methods.

Two states (Delaware and Michigan) specified a course in educational psychology.

Three states (Arizona, New Jersey, and District of Columbia) required courses in organization of school systems.

Michigan required a course in history of education. Delaware required educational tests and measurements.

The requirements of seven states ranged from no

²¹ R. C. Woellner and M. Aurilla Wood, Requirements for Certification of Teachers and Administrators for Elementary Schools, Secondary Schools and Junior Colleges, Tenth Edition, 1945-46, The University of Chicago Press, Chicago, Illinois.

specified number of hours to seven hours of professional courses which are either elective or optional.

Arizona required a course in state school law.

Four states (Colorado, Louisiana, Michigan and Nebraska) required practice teaching ranging from three to five semester hours. Colorado accepts three years of teaching experience not necessarily at elementary level, in lieu of practice teaching.

Two states (Michigan and Maryland) required courses in principles or methods of teaching. Nebraska required two hours of physiology and hygiene. Nine states required that the principal have a teaching certificate of some type.

Eight states required that teaching certificates be for the elementary grades and five of those states specified that training be in elementary teaching preparation.

Sixteen states required a bachelor's degree or its equivalent. Three states required a master's degree.

Three states and the District of Columbia specified teaching experience in elementary schools as a requirement.

Thirteen states required some type of teaching experience but did not require that it be in elementary schools.

A study conducted by B. H. Peterson ²² revealed that of the twenty-eight states requiring elementary administrative certificates nineteen required two to five years of professional experience, seventeen required a bachelor's degree or better. The median number of hours of education courses required was twenty. The median number of hours of educational administration courses required was six. The median term of validity of certificates in years was five.

Henry J. Otto in discussing the trend in the training of elementary-school principals wrote the following:

"The training of principals, as measured by college courses taken and degrees received, has gradually improved. Various investigations made since 1926 have shown that year by year an increasing number of principals have secured the bachelor's degree, the general average now being well over 50 per cent holding the bachelor's degree with nearly one-fifth holding a master's or higher degree. The men far surpass the women in amount of training. This difference may be due, perhaps, to the fact that a greater percentage of women were appointed some years ago when the requirements were much less than at present. Another explanation may be that a greater percentage of women have been promoted from elementary-school teaching positions. Plausible explanation, however, should not be accepted as justification for inadequate preparation for the position held." ²³

²² B. H. Peterson, "Certification of Administrators in the United States," School and Society, Vol. 45, 1937, pp.784-786.

²³ Henry J. Otto, Elementary School Organization and Administration, D. Appleton-Century Co., New York, 1944, page 552.

Elementary-school principals over a quarter century ago began to realize the importance of their position in the school systems. In order to raise the status of their profession, they began an organization in 1921 on a nationwide scale. ²⁴ Their organization was called the Department of Elementary School Principals of the National Education Association. Their first Yearbook was published in 1922.

Kansas elementary principals likewise saw the need for bettering their position in the teaching profession so on January 24, 1931, they organized the Kansas Association of Elementary Principals "to add dignity and to professionalize the position of elementary principal." "In 1935 there was interest expressed in the pending school legislation and in higher certification with better salaries." ²⁵

From the minutes of the February 8, 1935, meeting of the Kansas Association of Elementary Principals: " A motion was made and carried that the organization go on record favoring the certification bill." ²⁶

The same minutes reveal, "Miss Brown spoke on the new certification bill, and called attention to the fact that there are now no special board of education requirements

²⁴ Ibid. Page 551.

²⁵ Highlights from Minutes of Kansas Association of Elementary Principals as printed in Kansas Elementary Principal, Vol. IV, April 1946, pages 4-5.

²⁶ C. P. Wetlaufer, "Minutes from the records of Kansas Association of Elementary Principals," February 8, 1935.

for cities of the first- and second-class. The new bill is clear, understandable, and raises the standards. There are 197 agencies granting certificates at this time."

This statement certainly indicates that there was a need for fewer certification agencies.

In 1936 there was continued interest and effort to support the Certification Bill. ²⁷ The Kansas Association of Elementary Principals in 1941 still encouraged the raising of requirements of elementary principals. ²⁸

F. Floyd Herr, Secretary of State Board of Education wrote an explanation in the Kansas Elementary Principal, the official paper of the Kansas Association of Elementary Principals, regarding the passing of the new regulation requiring the elementary principal's certificate. This regulation was passed by the State Board of Education, February 9, 1945.

There has been considerable concern over the meager requirements for teacher certification and as Mr. Herr said:

"It is obvious that the principal as a professional leader in the elementary school should possess minimum qualifications superior to those required of teachers. However, even though no attention had been focused upon the position, it was possible for an elementary principal to occupy that position by holding the certificate carrying the lowest qualifications of any certificate under

²⁷ Op. cit. Kansas Elementary Principal, page 5.

²⁸ Ibid. Page 5.

which a teacher may qualify for teaching position. We, therefore, consider it essential that the principal's professional requirements must be increased prior to the increasing of the minimum qualifications for teachers." 29

Many problems resulted from the rather sudden increase in certificate requirements. Mr. Herr explains the solution of some of them.

"When the new Board of Education was organized, they approved the certificate regulations as they stood. The regulations, therefore, are now well established with definite approval of all those charged with the administration of certificate regulations.

"In formulating the policies to govern certification of elementary principals, it was decided that protection should be given to those individuals with experience and a reasonable amount of education; therefore, those holding a minimum of sixty semester hours credit who have had three or more years experience as a principal subsequent to September 1, 1940, in a grade A elementary school or in a first or second class city elementary school may be granted the elementary principal's certificate upon application. It was the opinion of the group recommending and adopting the certificate that the sixty hour certificate represented the minimum educational attainment which should be recognized.

"It was decided to grant a second elementary principal's certificate upon application. This procedure would provide those principals who did not have a degree sufficient time in which to attain the degree status by 1954 through summer school attendance.

29 F. Floyd Herr, Kansas Elementary Principal, "Elementary Principal's Certificate," Vol. IV, April 1946, page 3.

"The Provisional Administrator's certificate based upon a Master's degree leading to a Life Administrator's certificate is the only means provided whereby elementary principals may secure a life certificate. It is hoped that the time may be reached when the Master's degree will be required for an elementary principal's certificate the same as for a high school principal's certificate.

"The same total amount of professional education is required in the elementary certificate as is required for the degree certificate for teachers; however, twelve of the eighteen semester hours are designated, namely, Practice Teaching or three years teaching experience, three semester hours credit (credit is not given for three years of teaching experience but eliminates the three semester hour requirement for Practice Teaching and leaves the total requirements fifteen semester hours in place of eighteen semester hours), Educational Psychology, 3 semester hours, and six semester hours credit in Organization, Administration, and Supervision of elementary schools. In the event the degree certificate has already been secured and the professional educational requirements do not include the six semester hours in Organization, Administration, and Supervision of Elementary Schools, then additional courses must be taken. Such additional courses may be of either the undergraduate or the graduate level so far as qualifying is concerned. If the graduate courses are in excess of the requirements for the degree certificate for teachers, then that credit may also apply on a Provisional Administrator's certificate when a Master's degree is earned.

"The form of the certificate has not yet been devised, and the certificate will not be issued until some time during the calendar year of 1947. The State Superintendent with the approval of the State Board of Education under present law determines the procedure for issuing elementary principal's

certificates. Present regulations do not attempt to designate what procedure shall be followed after 1954.

"At the present time some of the colleges offering Master's degree work are organizing new courses to meet this requirement." ³⁰

A little over a year after the adoption of the new regulation on elementary school principal's certification, Joe Burke ³¹, then president of the Kansas Association of Elementary Principals, sent out a letter on March 28, 1946, at the suggestion of the State Board of Education, to 900 elementary-school principals in Kansas. This letter asked that the principals list: first, the items they would suggest be included in a six-hour course in elementary supervision, organization and administration to be offered by colleges of Kansas; and second, the items they thought should not be included in such a course.

Over 500 principals returned the letter with their suggestions. A copy of the letter and the results may be found on pages 145 to 150 of the Appendix.

Below is given the regulation which becomes effective September 1, 1948, concerning the issuance of the Elementary Principal's Provisional Certificate.

"A. Elementary Principal's Provisional Certificate: Beginning September 1, 1948, an Elementary Principal's Provisional Certificate shall be held by each person holding

³⁰ Ibid. Page 3

³¹ Information obtained by writer by letter communication with Joe Burke.

the position of "Elementary Principal". The Elementary Principal's Provisional Certificate shall entitle the holder thereof to hold the position of principal or teacher in any elementary school in Kansas.

1. The Elementary Principal's Provisional Certificate shall be valid for a term of three years and may be renewed in accordance with regulations of the State Department of Education. The applicant for the initial Elementary Principal's Provisional Certificate shall present:
 - a. A transcript of credit showing an A. B., B. S., B. S. in Education, or Ph. B. degree and 18 semester hours in education as a part of, or in addition to the degree mentioned above, of which 6 semester hours' credit shall be in organization, administration, and supervision of elementary schools.
 - b. The applicant shall present evidence showing two years of successful experience as an elementary teacher, one year of which must be in a graded school.
2. This certificate may be renewed for three-year periods upon presentation of eight semester hours' graduate credit in elementary education. The credit must be from courses applicable to the Elementary Principal's Life Certificate, and must be earned within the three-year period prior to the date of filing application for the renewal.
3. Until September 1, 1954, this certificate may be renewed on application and the presentation of evidence of one year of successful experience obtained during the validity of the certificate.

"On and after January 1, 1948, and until January 1, 1950, the state superintendent will issue an Elementary Principal's Provisional Certificate to the applicant who has served as

elementary Principal in Kansas for two or more years subsequent to September 1, 1940, provided the applicant holds a valid certificate and has obtained sixty or more semester hours' credit. Certificates granted under the provisions of this paragraph may be renewed upon presentation of 8 semester hours' credit, in courses applicable in meeting requirements for an Elementary Principal's Life Certificate. Renewal requirements under this provision must be completed and the application filed within the 90 days immediately following the expiration date of the certificate for which a renewal is sought.

B. Elementary Principal's Life Certificate. The Elementary Principal's Life Certificate may be issued at the expiration of the Elementary Principal's Provisional Certificate provided the applicant's credentials show:

1. That he holds the Elementary Principal's Provisional Certificate.
2. That he has secured three years of successful experience as an elementary school principal.
3. That he holds a Master's degree with a major in elementary education of which not less than 16 semester hours' credit shall be in organization, administration, supervision, curriculum, and maintenance of elementary schools on the local, county, state, and national levels.

Provided, That after January 1, 1948, and until January 1, 1950, any elementary principal who holds a Master's degree in elementary education and who has served successfully as an elementary principal in Kansas for three or more years subsequent to September 1, 1940, shall be entitled to an Elementary Principal's Life Certificate upon application." 32

³² Certificate Handbook, Kansas State Board of Education, Regulation V, Section 7, Administrator's Certificates, January 1, 1948, page 7, Topeka, Kansas.

A recent regulation of the State Board of Education ³³ states: "The requirement that principals of four-teacher elementary schools be required to have the elementary principal's certificate shall not become effective until September 1, 1949."

³³ From Regulations approved by the Kansas State Board of Education in Topeka, Kansas, April 19, 1948.

CHAPTER II
STATEMENT OF PROBLEM
AND
METHOD OF PROCEDURE

Statement of Problem

There is considerable evidence that there is a wide range of qualifications of elementary-school principals in Kansas school systems. The problem is (1) how to obtain information regarding the qualifications that elementary-school principals feel should be required for their work; and (2) what means or methods they use in supervision, administration, and the performance of other school duties.

Method of Procedure

The data for this study were obtained in part from the latest rules and regulations on certification of teachers and administrators as issued by the department of public instruction of each of the forty-eight states and of the District of Columbia.

The information obtained and compiled from the rules and regulations pertained to the minimum requirement for the issuance of an elementary-school administrator's certificate. The items considered were: college degree required, number of years and kind of teaching experience

necessary, the number of semester hours professional training and courses required, and the type of teaching certificate required with the administrative certificate if any.

The main portion of the data were obtained from an inquiry blank which the writer prepared and mailed to elementary-school principals in Kansas. From it he hoped to get information which would reveal the actual practices of the principals in their schools. A copy of the inquiry blank may be found in Appendix A.

Information was requested as to sex of the principal, the highest college degree held, or if no degree number of college hours completed. The writer requested information concerning the experience of the principal, his total teaching experience, his total number of years as principal, total years as teaching principal, total years as supervising principal, the number of years in present position and the number of pupils and teachers under his supervision.

In making out the other questions the writer decided to use the multiple-choice type in which principals checked one answer from a number of options. Of the total of eighteen questions asked seventeen were of the multiple-choice type, ten of which allowed several answers

to be ranked in order of importance. The last question asked was one in which several choices were to be checked.

The type of inquiry blank which was used probably gave a better picture of the qualifications and duties as performed by the Kansas elementary principal than the commonly used yes or no type of questionnaire. The yes or no type does not give the person checking it more than one of two choices. Since opinions and practices of the elementary principals in Kansas were desired a yes or no type answer was not considered adequate.

The inquiry blank was made to cover several phases of the principalship. It requested the opinions of the principals on college training including professional courses and qualifications for the beginning principal other than college training, such as type of experience and ability to understand children. Eight questions dealt with supervision of instruction. One question dealt with how to help the teacher to decrease discipline problems. Two questions dealt with teacher problems. One question requested information from the principal as to which groups he considered should be acquainted with the policies and practices of the principal. Two questions dealt with public and community relations.

Principals Receiving the Inquiry Blank *

All elementary-school principals of the first- and second-class cities were sent an inquiry blank regardless of the number of teachers or pupils under their supervision.

Not all third-class city elementary principals were sent inquiry blanks. The principals receiving them were those who headed schools having a minimum of five teachers including the principal. The basis for such a decision was made on the suggestion of the Elementary School Supervisor in the office of the State Superintendent of Public Instruction who said that starting September 1, 1948, principals of elementary schools having five or more teachers including the principal will be required to hold an elementary school administrator's certificate.

It was assumed that in schools having fewer than five teachers including principal, the principal probably was doing full time teaching, with no time set aside for supervisory or administrative duties.

The names of principals, their salaries, school locations and the number of teachers in each school were obtained from the Annual Elementary School Reports to the

* List of cities from which inquiry blanks were returned is in Appendix C.

State Superintendent of Public Instruction at Topeka, Kansas. All data were based upon the school year 1947-48.

The total number of inquiry blanks mailed March 12, 1948, was 523, of which 155 were sent to elementary-school principals of first-class cities, 185 to elementary-school principals of second-class cities, and 183 to third-class city elementary-school principals.

Of 523 inquiry blanks sent out 252 usable blanks, or 48 per cent, were returned by the April 12th deadline, set by the writer. The number of usable replies was: ninety-six from first-class, ninety-two from second-class and sixty-four from third-class cities.

Of the 252 blanks returned there were many items not properly checked. In approximately thirty cases the questions which required ranking were either not completed or were not properly marked. In some cases check marks instead of figures were used and in others the questions were omitted completely. Some principals made the error of ranking the questions themselves rather than the individual items in each question. The remainder of the questions were quite well checked except for a few omissions.

The answers were carefully tabulated on frequency charts. If there was any doubt about what the principal meant by his mark, the information was not used.

CHAPTER III

PRESENTATION OF DATA

The data in this study are presented in the order in which they were obtained. Those obtained from the inquiry blank are presented in the order in which the questions appeared. All information is based on the school year 1947-48.

Table I on pages 32 to 39 is a compilation of the latest minimum requirements for certification of elementary-school principals as found in the rules and regulations of the forty-eight states and the District of Columbia. The data were obtained by the writer in January, 1948. The footnotes on each page of the table give explanation for any irregularities in the rules and regulations.

Tables II and III on pages 40 and 41 show the distribution of salaries for elementary-school principals of Kansas first- and second-class cities who were sent inquiry blanks and who reported their salaries to the State Superintendent of Public Instruction in their Elementary School Report for the school year 1947-48.

The median, quartiles and semi-inter quartile range as well as the total range of salaries for men and women separately and for both considered as a group are shown.

TABLE I

Compilation by States of Minimum Requirements for Certification of Elementary-School Administrators. Data Obtained in 1948 from Rules and Regulations for Teacher Certification Provided by Departments of Education of States and District of Columbia

Requirement	States
I. Degree Required	
A. Bachelor's or Equivalent*	Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Iowa, Kansas ^a , Kentucky, Maryland, Michigan, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Utah, Vermont.
B. Master's or Equivalent**	Arkansas, California, District of Columbia, Indiana, Louisiana, Missouri, New Mexico, North Carolina, Pennsylvania, West Virginia.
II. Years and Level of Teaching Experience Required	
A. Elementary	
a. 1 year	Wyoming
b. 2 years	California, Florida, Kansas, Ohio ^b , Washington.
c. 3 years	Connecticut, Maryland, Utah, West Virginia.
d. 4 years	none
e. 5 years	District of Columbia.

* Four years training.

** Five years training.

^a In Kansas this requirement does not go into effect for four-teacher elementary schools until September 1, 1949.

^b Ohio requires 24 months experience.

TABLE I (continued)

Requirement	States
B. Other Elementary or Secondary Supervision	
a. 1 year	Delaware
b. 2 years	Iowa, Minnesota.
c. 3 years	Alabama, Arizona, Arkansas, Colorado ^c , District of Columbia, Georgia, Indiana, Mississippi, New Hampshire, New Mexico, New York, North Carolina.
d. 4 years	none
e. 5 years	Louisiana
f. 6 years	Pennsylvania
III. Total Semester Hours Professional Requirements	
a. 6 hours	Louisiana, Minnesota.
b. 8 hours	Washington.
c. 12 hours	Idaho, North Carolina ^d .
d. 14 hours	Arkansas, West Virginia.
e. 15 hours	Arizona ^d , Connecticut ^d , New Mexico.
f. 16 hours	North Dakota.
g. 18 hours	Indiana, Kansas, Mississippi, Nebraska, New Hampshire
h. 20 hours	Colorado, Michigan.

^c Teaching experience or practice teaching accepted.

^d Graduate courses in Education.

TABLE I (continued)

Requirement	States
i. 24 hours	New Jersey, Wyoming.
j. 28 hours	New York.
k. 30 hours	California, Delaware, Florida, Utah.
l. 40 hours	District of Columbia.
IV. Professional Courses Required	
A. Administration and Supervision	
1. Elementary	
a. Undergraduate	
(1) 4 hours	New York.
(2) 6 hours	Delaware, Iowa, Kansas, Minnesota, New Jersey.
(3) 12 hours	Florida.
Required but number of hours not specified.	California, Colorado, District of Columbia, Georgia, Kentucky, Maryland, Mississippi, Nebraska, New Mexico, Pennsylvania, Washington.
b. Graduate	
(1) 6 hours	Louisiana.
(2) 8 hours	Arkansas, West Virginia.
(3) 18 hours	New Hampshire.

TABLE I (continued)

Requirement	States
Required by number of hours not specified	Arizona, Connecticut, District of Columbia, Illinois, Missouri, North Carolina, Utah.
2. Secondary	
a. Undergraduate	
Required but number of hours not specified.	Kentucky.
b. Graduate	
Required but number of hours not specified.	North Carolina.
B. Organization and Functions of Elem. and H.S.	
1. 6 hours required	New Jersey.
2. Required but number of hours not specified.	Utah, California, Kansas, New Mexico, Pennsylvania,
C. Curriculum	
1. Elementary Undergraduate	
a. 6 hours	New Jersey
b. 8 hours	Utah
Required but number of hours not specified.	California, Connecticut, Minnesota, Washington.

TABLE I (continued)

Requirement	States
2. Secondary Graduate	
Required but number of hours not specified.	Arizona, Florida, North Carolina, Utah.
D. Statistical Methods	
Required but number of hours not specified.	Arizona, Iowa.
E. Educational Psychology	
1. 2 hours required	Wyoming.
2. 3 hours required	Delaware
3. Required but number of hours not specified.	Arizona, California, Florida ^e , Indiana, Iowa, Michigan, Utah.
F. Organization of School Systems	Florida ^e , Pennsylvania.
G. History of Education	
Required but number of hours not specified.	Arizona, Colorado, Michigan.
H. Educational Tests and Measurements	
1. 2 hours required	Wyoming.
2. 3 hours required	Delaware.
3. 6 hours required	Idaho.
4. Required but number of hours not specified.	California, Iowa, Indiana.

^e Graduate courses in Education.

TABLE I (continued)

Requirement	States
I. Practice or Directed Teaching	
1. 2 semester hours	Wyoming.
2. 3 semester hours	Nebraska.
3. 4 semester hours	Colorado.
4. 5 semester hours	Michigan.
5. 8 semester hours	California.
J. Methods or Principles of Teaching	
1. Required but number of hours not specified.	Colorado, Iowa, Maryland, Washington.
2. 4 hours required	Wyoming.
K. Physiology and Hygiene	
1. 2 hours required	Nebraska.
2. Required but number of hours not specified.	Utah
L. Other Professional Courses	
1. Number of hours not specified.	Arkansas, California, Idaho, Michigan, North Carolina.
2. Number of hours not specified.	
a. 6 hours	New Jersey, West Virginia
b. 12 hours	Kansas.
c. 14 hours	Wyoming.

TABLE I (Continued)

Requirement	States
d. 24 hours	New York.
M. Certification	
1. Teaching Certificate Required	California, Indiana, Michigan, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Utah, Vermont, Washington, West Virginia.
2. Elementary Teaching Preparation	Connecticut, Delaware, District of Columbia, Wyoming.
3. Elementary Grade Certificate Required	Alabama, Arizona, Florida, Georgia, Idaho, Indiana, Kentucky, New Mexico, Washington, West Virginia.
4. Professional Administrators Certificate Required	Alabama, Arizona, California, Delaware, Dist. of Col., Florida, Idaho ^f , Illinois, Indiana ^g , Iowa, Kansas ^h , Kentucky, Louisiana ⁱ , Maryland, Minnesota ^j , Mississippi, Missouri, Nebraska, New Hampshire ^k , New Jersey, New Mexico, New York ^l , North Carolina, North Dakota, Ohio, Pennsylvania, Utah ^m , Vermont, Washington ⁿ , Wyoming.

^f Required after September 1, 1955, for elementary principal of schools of 4 or more teachers including principal.

^g Required for principals of elementary schools of 8 teachers or more including principal.

^h Required after September 1, 1948.

ⁱ Effective July 1, 1947, for principals of elementary schools of 350 pupils or more.

^j Not required in small system.

^k Effective after July 1, 1948.

^l Required for principals of elementary schools of 10 teachers or more including principal.

^m Required where there are 6 or more elementary teachers.

ⁿ Required where there are 6 or more elementary teachers.

TABLE I (concluded)

Requirement	States
5. Health Certificate	Georgia, West Virginia.
6. No special requirement above Teaching Certificate	Arkansas, Colorado, Connecticut, Georgia, Maine, Massachusettes, Michigan, Montana, Nevada, Okla- homa, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin. °

° Degree desirable, but not required.

TABLE II

Table Showing 1947-48 Distribution of Salaries for 153
Kansas Elementary-School Principals
in First-Class Cities

Annual Salary	Men	Women	Total
\$4100 - 4299	0	1	1
3900 - 4099	9	8	17
3700 - 3899	11	8	19
3500 - 3699	9	5	14
3300 - 3499	7	14	21
3100 - 3299	5	21	26
2900 - 3099	2	10	12
2700 - 2899	4	14	18
2500 - 2699	1	15	16
2300 - 2499	1	3	4
2100 - 2299	0	3	3
1900 - 2099	0	2	2
Totals	49	104	153
Median Salary	\$3599.00	\$3146.00	\$3264.00
Q ₁	3269.00	2742.00	2846.00
Q ₃	3840.00	3443.00	2674.00
Q	285.00	350.00	414.00
Range	\$2400. - \$4000.	\$1900.-\$4200.	\$1900.-\$4200.

TABLE III

Table Showing 1947-48 Distribution of Salaries for 176
Kansas Elementary-School Principals
in Second-Class Cities

Annual Salary	Men	Women	Total
\$3500 - 3699	1	0	1
3300 - 3499	4	0	4
3100 - 3299	5	0	5
2900 - 3099	15	5	20
2700 - 2899	16	9	25
2500 - 2699	8	25	33
2300 - 2499	6	21	27
2100 - 2299	6	14	20
1900 - 2099	3	13	16
1700 - 1899	1	18	19
1500 - 1699	1	3	4
1300 - 1499	0	1	1
1100 - 1299	0	1	1
Totals	66	110	176
Median Salary	\$2799.00	\$2347.00	\$2499.00
Q ₁	2313.00	1968.00	2129.00
Q ₃	3013.00	2591.00	2787.00
Q	350.00	312.00	329.00
Range	\$1600.- 3550.	\$1150.- 3000.	\$1150.- 3550.

Table IV on page 43 shows the distribution of salaries, the median salary, quartiles, semi-inter quartile range and range of salaries of 175 elementary-school principals of Kansas third-class cities. Third-class city schools having less than five teachers including principal were not included.

Table V on page 44 gives the number by sex of the elementary principals by class of city, the highest degree held and the per cent of each class of city principals holding each type of degree. Also shown are the number and percentage of principals in each class of city having no degree.

Table VI on page 45 shows by class of city the number of college hours completed by the seventy-eight elementary principals who do not hold a college degree. The median, quartiles, and semi-inter quartile range of the college hours completed by second- and third-class city principals are shown also.

Table VII which is found on page 46 shows by class of city, the amount of teaching experience of 245 Kansas elementary-school principals. The median, quartiles and semi-inter quartile range of years of teaching experience are shown by class of city and of the total of all principals.

TABLE IV

Table Showing 1947-48 Distribution of Salaries for 175 Kansas
Elementary-School Principals in Third-Class Cities.
Schools with Less than Five on the Staff
Not Included

Annual Salary	Men	Women	Total
\$5000 - 5199	1	0	1
4800 - 4999	1	0	1
4600 - 4799	1	0	1
4400 - 4599	1	1	2
4200 - 4399	2	0	2
4000 - 4199	1	0	1
3800 - 3999	3	0	3
3600 - 3799	8	0	8
3400 - 3599	2	3	5
3200 - 3399	7	1	8
3000 - 3199	22	0	22
2800 - 2999	13	0	13
2600 - 2799	14	3	17
2400 - 2599	24	5	29
2200 - 2399	9	3	12
2000 - 2199	12	9	21
1800 - 1999	5	5	10
1600 - 1799	4	8	12
1400 - 1599	0	6	6
1200 - 1399	0	1	1
Totals	130	45	175
Median Salary	\$2757.00	\$2055.00	\$2676.00
Q ₁	2420.00	1706.00	2140.00
Q ₃	3150.00	2470.00	3093.00
Q	365.00	382.00	476.50
Range	\$1620.- 5000.	\$1395.- 4500.	\$1395.- 5000.

TABLE V

Table Showing by Class of City the Distribution of 252 Kansas Elementary-School Principals According to Sex, Highest Degree Held, and Percentage of Principals Replying Who Hold Each Type of Degree

Class of City	SEX		No an- swer	Tot. Prin. Reply- ing	Highest Degree Held		No de- gree	No an- swer	Per Cent of Total Replying		
	M	F			Bachelor's	Master's			Bachelor's	Master's	No degree
First	39	55	2	96	41	50	4	1	43.1	52.6	4.3
Second	46	44	2	92	45	9	36	2	50.0	10.0	40.0
Third	50	14	0	64	18	4	38	4	30.0	6.7	63.3
Totals	135	113	4	252	104	63	78	7	42.4	25.7	31.9

TABLE VI

Table Showing by Class of City College Hours Completed
by 78 Kansas Elementary-School Principals

College Hours	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
Above 128	0	1*	0	1
121 - 128	0	2	0	2
113 - 120	0	1	1	2
105 - 112	1	1	4	6
97 - 104	0	3	6	9
89 - 96	1	14	5	20
81 - 88	1	2	3	6
73 - 80	0	3	6	9
65 - 72	1	4	1	6
57 - 64	0	4	5	9
49 - 56	0	0	1	1
41 - 48	0	0	3	3
33 - 40	0	1	1	2
25 - 32	0	0	1	1
17 - 24	0	0	1	1
Totals	4	36	38	78
Median		90.8	80.5	89
Q ₁		72.5	60.5	68.3
Q ₃		94.3	98.5	97.0
Q		10.9	19.0	14.3

* One principal has 185 college hours but no degree.

TABLE VII

Table Showing by Class of City Total Years Teaching Experience
of 245 Kansas Elementary-School Principals

Total Years Teaching Experience	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
46 - 48	4	2	0	6
43 - 45	0	3	0	3
40 - 42	1	1	0	2
37 - 39	3	1	1	5
34 - 36	4	5	1	10
31 - 33	6	3	2	11
28 - 30	10	6	2	18
25 - 27	10	5	6	21
22 - 24	11	11	3	25
19 - 21	15	9	6	30
16 - 18	8	8	10	26
13 - 15	7	15	7	29
10 - 12	3	9	7	19
7 - 9	7	4	8	19
4 - 6	2	4	8	14
1 - 3	0	5	2	7
Totals	91	91	63	245
Median	22.5	18.2	15.3	19.0
Q ₁	16.9	12.7	8.65	12.7
Q ₃	29.98	26.5	21.15	24.9
Q	6.54	6.9	6.25	8.5

Table VIII on page 48 shows by class of city the total years served as principal by 214 Kansas elementary-school principals. The median, quartiles and the semi-inter quartile range of total years as principal are shown by class of city and for the total of all principals.

Table IX on page 49 shows by class of city the total number of years served as teaching-principal by the 228 Kansas elementary-school principals who supplied the information on the inquiry blank. The median, quartiles and semi-inter quartile range of total number of years as a teaching-principal are shown by class of city and for the total of all principals.

Table X on page 50 shows by class of city the total years served as supervising principal by eighty-nine Kansas elementary-school principals. The median, quartiles and semi-inter quartile range are shown for each class of city and for the total of all principals.

Table XI on page 51 shows by class of city the number of years 242 Kansas elementary-school principals served in their present position. The median, quartiles and semi-inter quartile range of years in present position are given for each class of city and for the total of all cities.

TABLE VIII

Table Showing by Class of City Total Years Served as Principal
by 214 Kansas Elementary-School Principals

Total Years as Principal	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
34 - 36	0	2	0	2
31 - 33	1	2	0	3
28 - 30	4	1	3	8
25 - 27	5	2	0	7
22 - 24	3	4	1	8
19 - 21	4	2	3	9
16 - 18	9	6	3	18
13 - 15	6	7	6	19
10 - 12	12	9	8	29
7 - 9	12	9	4	25
4 - 6	14	13	11	38
1 - 3	14	16	18	48
Totals	84	73	57	214
Median	10	9	6.36	9
Q ₁	5	4	2.87	3.93
Q ₃	17.17	15.88	13.38	15.75
Q	6.08	5.94	5.26	5.91

TABLE IX

Table Showing by Class of City Total Years Served
as Teaching Principal by 228 Kansas
Elementary-School Principals

Total Years as Teaching Principal	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
34 - 36	0	1	0	1
31 - 33	1	2	0	3
28 - 30	3	3	2	8
25 - 27	0	2	0	2
22 - 24	2	2	2	6
19 - 21	5	3	2	10
16 - 18	5	6	3	14
13 - 15	11	8	7	26
10 - 12	7	10	6	23
7 - 9	14	9	5	28
4 - 6	16	19	14	49
1 - 3	22	19	17	58
Totals	86	84	58	228
Median	7.5	7.83	6.1	7.25
Q ₁	2.9	3.84	2.6	2.9
Q ₃	14.0	14.75	13.1	14.0
Q	5.55	5.45	6.7	5.55

TABLE X

Table Showing by Class of City Total Years Served
as Supervising Principal by 89 Kansas
Elementary-School Principals

Total Years as Supervising Principal	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
31 - 33	0	1	0	1
28 - 30	1	0	0	1
25 - 27	0	0	0	0
22 - 24	1	1	1	3
19 - 21	3	0	0	3
16 - 18	0	1	1	2
13 - 15	3	2	1	6
10 - 12	5	2	0	7
7 - 9	7	4	1	12
4 - 6	9	6	5	20
1 - 3	19	6	6	31
Totals	48	23	15	86
Median	5.16	6.25	4.4	5.3
Q ₁	1.9	2.87	1.87	2.08
Q ₃	10.1	11.37	7.25	10.14
Q	4.1	4.25	2.69	4.03

TABLE XI

Table Showing by Class of City the Number of Years
Served in Present Position by 242 Kansas
Elementary-School Principals

Years in Present Position	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
37 - 39	0	1	0	1
34 - 36	0	0	0	0
31 - 33	1	4	0	5
28 - 30	4	2	2	8
25 - 27	3	4	0	7
22 - 24	3	3	1	7
19 - 21	5	6	0	11
16 - 18	5	3	1	9
13 - 15	2	0	3	5
10 - 12	4	3	2	9
7 - 9	11	3	3	17
4 - 6	18	17	14	49
1 - 3	37	41	36	114
Totals	93	87	62	242
Median	5.1	3.9	2.6	3.92
Q ₁	1.9	1.59	1.3	1.6
Q ₃	12.31	18.0	5.75	10.0
Q	5.2	8.2	2.22	4.2

Table XII on page 53 shows by class of city the number of pupils under the supervision of 246 Kansas elementary-school principals. The median, quartiles and the semi-inter quartile range of the number of pupils are shown for each class of city and also for the total of schools reporting. One first-class, two second-class and three third-class city principals did not give information as to the number of pupils under their supervision.

Table XIII on page 54 shows the number of teachers under the supervision of 248 Kansas elementary-school principals. The median, quartiles and semi-inter quartile range of the number of teachers under supervision of the principals are shown for schools in each class of city and for the total of all schools reporting. Two second-class and two third-class city principals did not report the number of teachers under their supervision.

Table XIV on page 55 shows the amount of college training 235 Kansas elementary-school principals considered the minimum requirement for a principal to do his work satisfactorily. The information is analyzed by class of city and percentage of principals in each class of city and by the percentage of all principals who considered each item listed to be adequate training.

TABLE XII

Table Showing by Class of City the Number of Pupils under Supervision of 246 Kansas Elementary-School Principals*

Number of Pupils Supervised	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
750 - 799	1	0	0	1
700 - 749	0	0	1	1
650 - 699	2	0	0	2
600 - 649	1	0	0	1
550 - 599	4	2	0	6
500 - 549	2	1	0	3
450 - 499	8	0	0	8
400 - 449	18	4	1	23
350 - 399	13	8	0	21
300 - 349	19	10	1	30
250 - 299	9	8	5	22
200 - 249	5	17	8	30
150 - 199	9	15	21	45
100 - 149	2	13	18	33
50 - 99	2	8	6	16
0 - 49	0	4	0	4
Totals	95	90	61	246
Median	355	214	165	241
Q ₁	270	140	125	159
Q ₃	434	312	204	307
Q	82	81	40	74

* One principal of a first-class city, two of second-class cities, and three of third-class cities did not give information on number of pupils under their supervision.

TABLE XIII

Table Showing by Class of City the Number of Teachers under Supervision of 248 Kansas Elementary-School Principals *

Number of Teachers	First Class Cities	Second Class Cities	Third Class Cities	Total Principals
22 - 24	3	0	1	4
19 - 21	2	1	0	3
16 - 18	3	2	1	6
13 - 15	12	4	1	17
10 - 12	39	18	5	62
7 - 9	25	25	22	72
4 - 6	11	26	30	67
1 - 3	1	14	2	17
Totals	96	90	62	248
Median	10.3	7	6.4	8.1
Q ₁	7.9	4.5	4.8	5.5
Q ₃	12.5	9.9	8.3	11.0
Q	2.3	2.7	1.75	2.7

* Two principals of second-class cities and two of third-class cities did not give information on number of teachers under their supervision.

TABLE XIV

Table Showing by Class of City Minimum Amount of College Training 235 Kansas
Elementary-School Principals Feel Is Essential if an Elementary
Principal Is to Do His Job Satisfactorily

College Training	First Class of Cities	Per Cent of Total	Second Class of Cities	Per Cent of Total	Third Class of Cities	Per Cent of Total	Totals	Per Cent of Total Response
30 Hours College Work	0	0	0	0	0	0	0	0
60 Hours College Work	0	0	2	2.5	13	20.9	15	6.4
90 Hours College Work	1	1.0	6	7.6	3	4.8	10	4.2
Bachelor's Degree	31	33.0	43	54.5	33	53.3	107	45.5
Master's Degree	50	53.4	26	32.9	11	17.7	87	37.1
More than Master's Degree	12	12.6	2	2.5	2	3.2	16	6.8
Totals	94	100.0	79	100.0	62	100.0	235	100.0

Table XV on page 57 shows how 251 Kansas elementary-school principals felt regarding certain course requirements and courses that they considered as optional or recommended in an elementary principal's preparation. The percentage of principals checking an item required and the percentage considering an item optional is given.

Three elementary principals of first-class cities suggested that supervision techniques should be required, and three others suggested that guidance be required.

Table XVI on page 58 shows by class of city the opinions of 234 Kansas elementary-school principals concerning the kind of requirements they believed would make a highly qualified principal. The number and percentage of total number of principals in each class of city and percentage of total of all principals who considered each item as a high enough requirement are given.

Table XVII on page 59 shows by class of city the amount and type of experience 245 Kansas elementary-school principals believe needed by a beginning elementary-school principal. Also shown are the number and percentage of total number of principals in each class of city and percentage of total of all principals who considered each item as sufficient for experience needed.

TABLE XV

Table Showing by Class of City What Professional College Courses 251 Kansas
Elementary-School Principals Think Should be Required or Optional
in an Elementary Principal's Preparation

Professional Courses		First Class Cities	Second Class Cities	Third Class Cities	Totals	Per Cent of Total Required	Per Cent of Total Optional
Educational Psychology	R O	87 8	72 9	54 8	213 25	89.5	10.5
Child Development	R O	89 7	62 21	48 11	199 39	83.5	16.5
Elem. School Administration	R O	92 1	78 5	58 1	228 7	97.3	2.7
Elementary and Secondary Admini- stration	R O	23 54	21 52	13 38	57 144	28.4	71.6
Elementary Curriculum	R O	82 9	74 7	42 18	198 35	84.0	16.0
Problems of the Teacher	R O	64 22	54 26	40 16	158 64	81.5	28.5
History of Education	R O	41 43	23 53	10 40	74 136	35.3	64.7
Practice, Student or Directed Teaching	R O	65 23	57 19	37 18	159 60	72.5	27.5
Tests and Measurements	R O	72 20	54 27	41 18	167 65	72.0	28.0

TABLE XVI

Table Showing by Class of City Opinions Held by 234 Kansas Elementary-School Principals Concerning Requirements for a Highly Qualified Principal

Requirements For High Quality Principal	First Class Cities	Per Cent of Total	Second Class Cities	Per Cent of Total	Third Class Cities	Per Cent of Total	Totals	Per Cent of Total Replies
Require no more than Kansas state certifi- cation requirements.	8	8.5	3	3.8	3	5.3	14	6.0
Require more training than the Kansas requirement.	24	25.5	14	16.6	6	10.7	44	18.8
Require more experi- ence than the two year Kansas requirement.	12	12.8	14	16.6	8	14.5	34	14.5
Choose the principal who understands child psychology and child development.	50	53.6	53	63.0	39	69.5	142	60.7
Totals	94	100.0	84	100.0	56	100.0	234	100.0

TABLE XVII

Table Showing by Class of City the Amount and Type of Experience
245 Kansas Elementary-School Principals Believe
a Beginning Principal Should Possess

Type of Experience Needed by Elementary Principal	First Class Cities	Per Cent of Total	Second Class Cities	Per Cent of Total	Third Class Cities	Per Cent of Total	Totals	Per Cent of Total Replies
No experience as teacher in elementary school subjects.	0	0	0	0	0	0	0	0
At least 2 years ele- mentary teaching experience.	17	18.1	14	15.9	10	15.9	41	16.7
3 to 5 years elemen- tary teaching ex- perience.	47	50.0	48	54.6	29	46.0	124	50.6
Both experience as a teacher and super- visor of elementary school subjects.	30	31.9	25	28.4	24	38.1	79	32.3
No experience but a bachelor's degree in elementary school administration.	0	0	1	1.1	0	0	1	.4
Totals	94	100.0	88	100.0	63	100.0	245	100.0

Table XVIII on page 61 shows by class of city the methods of supervision used by 226 Kansas elementary-school principals in supervising the work of their schools. The number and percentage of total by class of city and percentage of total of all principals who considered each item as the preferred method of supervision are shown.

Table XIX on page 62 shows by class of city how 200 Kansas elementary-school principals make classroom visits. Shown also are the number and percentage of total by class of city and percentage of all principals who considered each item as the preferred manner of making classroom visits.

Table XX on page 63 shows by class of city how 227 Kansas elementary-school principals help teachers improve instruction. The table shows also the number and percentage of principals of each class of city and percentage of all principals who checked the items as the best method for helping the teacher to improve instruction.

Tables XXI, XXII and XXIII found on pages 64, 65 and 66 show the rank order given by Kansas elementary-school principals of first-, second- and third-class cities respectively to ways of bringing school activities to public attention. The mean rank order and the final rank order are shown on each table for each item ranked by the principals.

TABLE XVIII

Table Showing by Class of City the Methods of Supervision Used
by 226 Kansas Elementary-School Principals

Methods of Supervision Used by Principals	First Class Cities	Per Cent of Total	Second Class Cities	Per Cent of Total	Third Class Cities	Per Cent of Total	Totals	Per Cent of Total Replies
Have frequent faculty meetings.	5	5.9	10	11.6	18	32.1	33	14.6
Work with each teacher individually.	54	64.3	42	48.8	24	42.9	120	53.0
Let teachers bring their problems to them.	11	13.1	20	23.3	5	8.9	36	15.9
Make classroom visits.	12	14.3	9	10.5	5	8.9	26	11.6
Work out a complete program to be followed during the year by the teacher.	1	1.2	5	5.8	2	3.6	8	3.6
Let teacher work out own problems.	1	1.2	0	0	2	3.6	3	1.3
Totals	84	100.0	86	100.0	56	100.0	226	100.0

TABLE XIX

Table Showing by Class of City How 200 Kansas Elementary-School Principals Make Classroom Visits

How Principals Make Classroom Visits	First Class Cities	Per Cent of Total	Second Class Cities	Per Cent of Total	Third Class Cities	Per Cent of Total	Totals	Per Cent of Total Replies
Make surprise visits.	17	24.3	33	41.2	25	50.0	75	37.5
Make visits daily.	13	18.6	16	20.0	5	10.0	34	17.0
Make scheduled visits.	26	37.1	17	21.3	8	16.0	51	25.5
Make visits only when called by the teacher.	14	20.0	14	17.5	12	24.0	40	20.0
Totals	70	100.0	80	100.0	50	100.0	200	100.0

TABLE XX

Table Showing by Class of City How 227 Kansas Elementary-School
Principals Help Teachers Improve Instruction

Methods Principals Use to Help teachers Improve Instruction	First Class Cities	Per Cent of Total	Second Class Cities	Per Cent of Total	Third Class Cities	Per Cent of Total	Totals	Per Cent of Total Replies
Take over the teaching of a class occasionally.	9	11.0	3	3.5	1	1.8	13	5.7
Have special demonstration teachers.	2	2.4	5	5.8	1	1.8	8	3.6
Let weak teacher visit classroom of a successful teacher who is conducting a class.	28	34.2	13	14.8	14	24.2	55	24.2
Have meetings in which best methods of instruction are discussed and demonstrated.	42	51.2	60	69.0	34	58.4	136	59.9
Help the inexperienced teacher by requiring a plan book for all the teacher's subjects which should be checked by the principal.	1	1.2	6	6.9	8	13.8	15	6.6
Totals	82	100.0	87	100.0	58	100.0	227	100.0

TABLE XXI

Table Showing Rank Order Given by 88 Kansas Elementary-School Principals of First-Class Cities to Ways for Bringing School Activities to Public Attention

	A	B	C	D	E	F
Rank Order	Have debates on current world problems	Have on special days demonstrations of work done on class projects	Report in local news- paper re- sults of community surveys carried on by school	Use posters and display them in prominent places	Publish a school paper	Have radio programs on local stations
1	0	54	5	2	14	4
2	0	7	31	13	16	13
3	2	12	21	13	10	17
4	8	5	7	12	19	13
5	3	2	4	24	7	14
6	40	0	3	1	5	3
Mean Rank	5.53	1.6	2.77	3.7	3	3.45
Final Rank	6	1	2	5	3	4

TABLE XXII

Table Showing Rank Order Given by 83 Kansas Elementary-School Principals of Second-Class Cities to Ways for Bringing School Activities to Public Attention

	A	B	C	D	E	F
Rank Order	Have debates on current world problems	Have on special days demonstration of work done on class projects	Report in local news- paper re- sults of community surveys carried on by school	Use posters and display them in prominent places	Publish a school paper	Have radio programs on local stations
1	1	53	11	1	9	2
2	1	10	28	17	14	4
3	2	8	16	22	11	4
4	3	2	9	10	14	12
5	9	0	3	9	9	14
6	30	0	0	1	1	10
Mean Rank	5.35	1.44	2.48	3.2	3	4.35
Final Rank	6	1	2	4	3	5

TABLE XXIII

Table Showing Rank Order Given by 61 Kansas Elementary-School Principals of Third-Class Cities to Ways for Bringing School Activities to Public Attention

	A	B	C	D	E	F
	Have debates on current world problems	Have on special days demonstrations of work done on class projects	Report in local news- paper re- sults of community surveys carried on by school	Use posters and display them in prominent places	Publish a school paper	Have radio programs on local stations
Rank Order						
1	1	32	17	1	8	1
2	2	14	19	7	15	1
3	3	6	11	22	9	4
4	4	3	7	15	13	3
5	12	2	1	5	7	15
6	20	1	1	1	0	17
Mean Rank	5	1.83	2.26	3.37	2.23	4.97
Final Rank	6	1	3	4	2	5

Tables XXIV, XXV and XXVI found on pages 68, 69 and 70 show the rank order of opinions held by Kansas elementary-school principals of first-, second- and third-class cities respectively as to what educational philosophy their type of supervision reflects or indicates. The mean rank order and the final rank order are shown on each table for each item ranked by the principals.

Tables XXVII, XXVIII and XXIX on page 71, 72 and 73 show rank order given by Kansas elementary-school principals of first-, second- and third-class cities respectively to ways principals help teachers solve discipline problems. The mean rank order and the final rank order are shown on each table for each item ranked by the principals.

Tables XXX, XXXI and XXXII found on pages 74, 75 and 76 show rank order given by Kansas elementary-school principals of first-, second- and third-class cities respectively to methods by which teacher-principal relations can be developed advantageously. The mean rank order and the final rank order are shown on each table for each item ranked by the principals.

TABLE XXIV

Table Showing Rank Order of Opinions of 84 Kansas Elementary-School Principals
of First-Class Cities as to What Their Type of Supervision
Reflects or Indicates

	A	B	C	D	E
Rank Order	Reflects his philosophy of education	Indicates a philosophy of education agreed upon by teachers	Indicates a philosophy of education agreed upon by teachers and principal	Indicates a philosophy based upon the cardinal prin- ciples as indi- cated by the Educational Policies Commission	Indicates a philosophy based upon needs of the community
1	12	1	20	4	46
2	4	2	42	13	42
3	15	7	14	35	8
4	12	34	4	10	3
5	26	19	0	11	3
Mean Rank	3.52	4	2	3.15	1.77
Final Rank	4	5	2	3	1

TABLE XXV

Table Showing Rank Order of Opinions of 82 Kansas Elementary-School Principals
of Second-Class Cities as to What Their Type of Supervision
Reflects of Indicates

	A	B	C	D	E
Rank Order	Reflects his philosophy of education	Indicates a philosophy of education agreed upon by teachers	Indicates a philosophy of education agreed upon by teachers and principal	Indicates a philosophy based upon the cardinal prin- ciples as indi- cated by the Educational Policies Commission	Indicates a philosophy based upon needs of community
1	7	0	21	5	50
2	9	5	38	9	20
3	16	11	12	32	8
4	14	33	5	6	1
5	22	14	1	14	2
Mean Rank	3.51	3.88	2.05	4.74	1.58
Final Rank	3	4	2	5	1

TABLE XXVI

Table Showing Rank Order of Opinions of 58 Kansas Elementary-School Principals
of Third-Class Cities as to What Their Type of Supervision
Reflects or Indicates

	A	B	C	D	E
Rank Order	Reflects his philosophy of education	Indicates a philosophy of education agreed upon by teachers	Indicates a philosophy of education agreed upon by teachers and principal	Indicates a philosophy based upon the cardinal prin- ciples as indi- cated by the Educational Policies Commission	Indicates a philosophy based upon needs of the community
1	4	0	21	5	26
2	5	4	15	13	17
3	11	11	11	14	6
4	8	17	6	10	2
5	16	14	1	8	3
Mean Rank	3.84	3.9	2	3.06	1.87
Final Rank	4	5	2	3	1

TABLE XXVII

Table Showing Rank Order Given by 86 Kansas Elementary-School Principals
of First-Class Cities to Ways Principals Help Teachers
Solve Discipline Problems

	A	B	C	D
Rank Order	Make occasional visits to the homes of their pupils	Ask parents to visit classroom while class is in session	Have frequent entertainments to which parents are invited	Send all discipline cases to the principal to be solved
1	44	39	3	0
2	31	46	8	0
3	9	0	63	5
4	1	0	4	63
Mean Rank	1.6	1.54	2.87	4.0
Final Rank	2	1	3	4

TABLE XXVIII

Table Showing Rank Order Given by 83 Kansas Elementary-School Principals
of Second-Class Cities to Ways Principals Help Teachers
Solve Discipline Problems

	A	B	C	D
Rank Order	Make occasional visits to the homes of their pupils	Ask parents to visit classroom while class is in session	Have frequent entertainments to which parents are invited	Send all discipline cases to the principal to be solved
1	54	27	1	0
2	22	48	0	0
3	4	6	60	5
4	2	0	4	52
Mean Rank	1.44	1.74	3.0	3.91
Final Rank	1	2	3	4

TABLE XXIX

Table Showing Rank Order Given by 58 Kansas Elementary-School Principals
of Third-Class Cities to Ways Principals Help Teachers
Solve Discipline Problems

	A	B	C	D
Rank Order	Make occasional visits to the homes of their pupils	Ask parents to visit classroom while class is in session	Have frequent entertainments to which parents are invited	Send all discipline cases to the principal to be solved
1	37	17	4	0
2	16	37	6	0
3	4	4	42	4
4	1	0	2	44
Mean Rank	1.46	1.67	2.77	3.9
Final Rank	1	2	3	4

TABLE XXX

Table Showing Rank Order Given by 86 Kansas Elementary-School Principals
of First-Class Cities to Ways Mutual Teacher-Principal
Relations Can Be Developed Advantageously.

	A	B	C	D	E
Rank Order	Be pleasant during interviews and conferences with teachers	Have certain hours set aside for teacher- principal conferences	Hold teachers' meetings during school hours	Meet the irate parent first to settle a possible mis- understanding	Publicly protect professional status of all his teachers when need arises
1	37	12	1	4	30
2	23	21	4	13	25
3	18	19	9	19	16
4	6	20	21	20	4
5	0	9	33	14	5
Mean Rank	1.91	2.9	4.1	3.3	2.23
Final Rank	1	3	5	4	2

TABLE XXXI

Table Showing Rank Order Given by 84 Kansas Elementary-School Principals
of Second-Class Cities to Ways Mutual Teacher-Principal
Relations Can Be Developed Advantageously

	A	B	C	D	E
Rank Order	Be pleasant during interviews and conferences with teachers	Have certain hours set aside for teacher- principal conferences	Hold teachers' meetings during school hours	Meet the irate parent first to settle a possible mis- understanding	Publicly protect professional status of all his teachers when need arises
1	46	6	0	2	32
2	23	18	1	17	22
3	7	24	3	29	15
4	3	22	14	18	7
5	2	5	39	8	2
Mean Rank	1.54	3.0	4.6	2.78	2.0
Final Rank	1	4	5	3	2

TABLE XXXII

Table Showing Rank Order Given by 58 Kansas Elementary-School Principals
of Third-Class Cities to Ways Mutual Teacher-Principal
Relations Can Be Developed Advantageously

	A	B	C	D	E
Rank Order	Be pleasant during interviews and conferences with teachers	Have certain hours set aside for teacher- principal conferences	Hold teachers' meetings during school hours	Meet the irate parent first to settle a possible mis- understanding	Publicly protect professional status of all his teachers when need arises
1	35	11	1	2	12
2	15	13	1	16	13
3	5	14	13	14	16
4	2	12	11	12	10
5	2	5	28	8	3
Mean Rank	1.66	2.76	4.37	3.15	2.61
Final Rank	1	3	5	4	2

Tables XXXIII, XXXIV and XXXV on pages 78, 79 and 80 show rank order as given by Kansas elementary-school principals of first-, second- and third-class cities respectively to the best time for teacher conferences. The mean rank and final rank are shown on each table for each item ranked by the principals.

Tables XXXVI, XXXVII and XXXVIII found on pages 81, 82 and 83 show rank order given to methods of improving instruction by Kansas elementary-school principals of first-, second- and third-class cities respectively. The mean rank and final rank are shown on each table for each item ranked by the principals.

Tables XXXIX, XL and XLI found on pages 84, 85 and 86 show rank order of what Kansas elementary-school principals of first-, second- and third-class cities respectively do when making classroom visits. The mean rank and final rank are shown on each table for each item ranked by the principals.

Tables XLII, XLIII and XLIV found on pages 87, 88 and 89 show rank order of what Kansas elementary-school principals of first-, second- and third-class cities respectively observe during classroom visits in order to help improve instruction. The mean rank and final rank are shown on each table for each item ranked by the principals.

TABLE XXXIII

Table Showing Rank Order Given by 86 Kansas Elementary-School Principals
of First-Class Cities to the Best Time
for Teacher Conferences

	A	B	C	D	E	F	G	H
Rank Order	After school	During noon hour	In the evening after supper	The last period of the day	Before school starts in the morning	After class	Teacher's free period	Recess
1	13	1	1	4	26	4	31	1
2	19	9	2	2	30	4	18	0
3	23	9	4	6	11	9	4	8
4	10	11	0	4	5	15	5	12
5	5	8	3	14	3	9	4	12
6	5	17	3	8	1	11	2	6
7	3	7	14	13	2	4	1	8
8	1	3	32	4	0	2	3	10
Mean Rank	3.08	4.7	6.84	5	2.23	3.38	2.4	5.3
Final Rank	3	5	8	6	1	4	2	7

TABLE XXXIV

Table Showing Rank Order Given by 84 Kansas Elementary-School Principals
of Second-Class Cities to the Best Time
for Teacher Conferences

	A	B	C	D	E	F	G	H
Rank Order	After school	During noon hour	In the evening after supper	The last period of the day	Before school starts in the morning	After class	Teacher's free period	Recess
1	24	1	3	4	28	2	21	0
2	30	1	4	8	18	6	8	1
3	13	6	5	6	19	7	10	5
4	4	7	3	11	7	12	6	4
5	2	10	4	9	2	9	8	4
6	0	12	6	4	2	4	2	11
7	1	11	3	3	2	6	5	10
8	0	4	18	2	0	0	3	11
Mean Rank	2.1	5.38	5.64	4	2.37	4.21	3.2	6
Final Rank	1	6	7	4	2	5	3	8

TABLE XXXV

Table Showing Rank Order Given by 60 Kansas Elementary-School Principals
of Third-Class Cities to the Best Time
for Teacher Conferences

	A	B	C	D	E	F	G	H
Rank Order	After school	During noon hour	In the evening after supper	The last period of the day	Before school starts in the morning	After class	Teacher's free period	Recess
1	24	0	1	2	16	4	13	0
2	15	2	5	8	16	3	12	0
3	10	3	9	12	12	5	5	1
4	4	5	5	12	4	4	7	3
5	2	11	5	7	3	11	1	3
6	1	8	5	5	0	8	6	7
7	0	8	2	3	2	5	2	15
8	0	5	15	1	1	1	3	10
Mean Rank	2.07	5.45	5.25	4	2.54	4.8	3.24	6.59
Final Rank	1	7	6	4	2	5	3	8

TABLE XXXVI

Table Showing Rank Order Given by 86 Kansas Elementary-School Principals
of First-Class Cities to Methods of Improving Instruction

	A	B	C	D	E
Rank Order	A Special subject supervisor	A general supervisor	The school principal	Demonstration teachers	Inter-classroom visitations by teachers
1	18	16	31	9	13
2	13	25	16	14	16
3	22	16	15	14	12
4	17	11	6	16	22
5	7	11	12	21	15
Mean Rank	2.63	2.7	2.4	3.35	3.13
Final Rank	2	3	1	5	4

TABLE XXXVII

Table Showing Rank Order Given by 83 Kansas Elementary-School Principals
of Second-Class Cities to Methods of Improving Instruction

	A	B	C	D	E
Rank Order	A special subject supervisor	A general supervisor	The school principal	Demonstration teachers	Inter-classroom visitations by teachers
1	23	18	12	14	16
2	13	18	6	23	21
3	14	14	15	13	20
4	8	18	14	11	10
5	11	6	19	6	11
Mean Rank	2.59	2.67	3.34	2.58	2.73
Final Rank	2	3	5	1	4

TABLE XXXVIII

Table Showing Rank Order Given by 59 Kansas Elementary-School Principals
of Third-Class Cities to Methods of Improving Instruction

	A	B	C	D	E
Rank Order	A special subject supervisor	A general supervisor	The school principal	Demonstration teachers	Inter-classroom visitations by teachers
1	16	5	4	11	22
2	9	12	7	21	8
3	14	11	8	8	11
4	7	13	8	9	9
5	3	8	23	5	6
Mean Rank	2.43	3.14	4.06	2.55	2.44
Final Rank	2	4	5	1	3

TABLE XXXIX

Table Showing Rank Order of What 86 Kansas Elementary-School Principals
of First-Class Cities Do When Making Classroom Visits

	A	B	C	D	E	F	G	H
Rank Order	Make detailed notes in the room	Make no notes	Use a special form which requires only check marks	Make a few notes	Sit in front of room	Sit in back of room	Attempt to discipline pupils while in the room	Take over teaching of the class
1	0	31	2	15	3	32	0	0
2	1	20	7	19	10	25	0	1
3	3	9	18	14	7	8	0	3
4	3	6	19	6	6	4	1	8
5	14	2	6	5	12	6	2	0
6	17	3	3	0	11	3	7	7
7	6	1	0	0	2	1	18	17
8	4	0	0	0	3	0	19	15
Mean Rank	3.48	2.1	3.53	2.44	4.3	2.24	7.1	6.16
Final Rank	4	1	5	3	6	2	8	7

TABLE XL

Table Showing Rank Order of What 84 Kansas Elementary-School Principals
of Second-Class Cities Do When Making Classroom Visits

	A	B	C	D	E	F	G	H
Rank Order	Make detailed notes in the room	Make no notes	Use a special form which requires only check marks	Make a few notes	Sit in front of room	Sit in back of room	Attempt to discipline pupils while in the room	Take over teach- ing of the class
1	1	25	12	10	1	36	0	1
2	3	22	10	19	2	22	0	2
3	1	7	21	20	2	9	2	3
4	3	9	9	10	2	8	0	1
5	11	2	6	2	13	2	0	1
6	16	0	1	2	12	0	1	6
7	5	0	0	0	2	0	18	11
8	0	0	0	0	2	0	17	15
Mean Rank	5.2	2.08	2.44	2.7	5.1	1.93	7.2	6.4
Final Rank	5	2	3	4	6	1	8	7

TABLE XLI

Table Showing Rank Order of What 60 Kansas Elementary-School Principals
of Third-Class Cities Do When Making Classroom Visits

	A	B	C	D	E	F	G	H
Rank Order	Make detailed notes in the room	Make no notes	Use a special form which requires only check marks	Make a few notes	Sit in front of room	Sit in back of room	Attempt to discipline pupils while in the room	Take over teaching of the class
1	0	18	9	6	3	22	0	0
2	2	12	9	19	3	14	0	0
3	3	4	14	14	1	12	1	0
4	6	5	11	8	6	3	2	1
5	11	7	5	1	4	2	4	2
6	6	3	2	2	10	1	5	8
7	8	1	1	0	4	0	14	7
8	2	0	1	0	3	1	7	17
Mean Rank	5.29	2.68	3.19	2.7	5	2.22	6.51	7
Final Rank	6	2	4	3	5	1	7	8

TABLE XLII

Table Showing Rank Order of What 87 Kansas Elementary-School Principals
of First-Class Cities Observe During Classroom Visits

	A	B	C	D
Rank Order	Methods used by teachers	Materials used	Pupils' attention during class	Knowledge obtained by pupils revealed through class recitation
1	21	1	27	34
2	31	16	31	13
3	20	31	13	12
4	13	32	9	21
Mean Rank	2.3	3.1	2.05	2.25
Final Rank	3	4	1	2

TABLE XLIII

Table Showing Rank Order of What 84 Kansas Elementary-School Principals
of Second-Class Cities Observe during Classroom Visits

	A	B	C	D
Rank Order	Methods used by teachers	Materials used	Pupils' attention during class	Knowledge obtained by pupils revealed through class recitation
1	28	0	27	28
2	24	12	28	16
3	18	28	22	11
4	8	32	5	20
Mean Rank	2.08	3.28	2.06	2.3
Final Rank	2	3	1	4

TABLE XLIV

Table Showing Rank Order of What 61 Kansas Elementary-School Principals
of Third-Class Cities Observe During Classroom Visits

	A	B	C	D
Rank Order	Methods used by teachers	Materials used	Pupils' attention during class	Knowledge obtained by pupils revealed through class recitation
1	22	1	20	16
2	12	8	19	23
3	13	28	11	7
4	13	24	6	14
Mean Rank	2.28	3.23	2.04	2.31
Final Rank	3	2	1	4

Tables XLV, XLVI and XLVII on pages 91, 92 and 93 show how Kansas elementary-school principals of first-, second- and third-class cities respectively rank ways principal can serve his school and community. The mean rank and final rank are shown on each table for each item ranked by the principals.

Tables XLVIII, XLIX and L on pages 94, 95 and 96 show how Kansas elementary-school principals of first-, second- and third-class cities respectively ranked six items regarding the principal's professional future. The mean rank and final rank are given on each table for each item ranked by the principals.

Table LI on page 97 shows by class of city what groups in the judgment of 252 Kansas elementary-school principals should be acquainted with the principal's policies and proposals. The number of principals who answered each item and the number of principals who did not answer each question are shown.

TABLE XLV

Table Showing How 87 Kansas Elementary-School Principals of First-Class Cities
Rank Ways Principals Can Serve His School and Community

	A	B	C	D	E	F	G
Rank Order	Make frequent talks dealing with his school before service clubs	Join several clubs and lodges and professional groups	Be active in church work	Be a member of P.T.A.	Be a leader in several community affairs	Call attention of the public to school gatherings, athletic events, etc.	Call to the attention of teachers and community the needs of community and school
1	2	4	5	10	16	4	45
2	13	3	8	17	16	14	14
3	11	8	5	21	15	13	7
4	7	6	17	12	14	14	6
5	16	11	17	11	10	3	3
6	8	21	15	5	2	10	2
7	10	18	11	2	3	9	3
Mean Rank	2.3	5.1	4.56	3.25	3.0	3.15	2.07
Final Rank	2	7	6	5	3	4	1

TABLE XLVI

Table Showing How 84 Kansas Elementary-School Principals of Second-Class Cities Rank Ways Principal Can Serve His School and Community

	A	B	C	D	E	F	G
Rank Order	Make frequent talks dealing with his school before service clubs	Join several clubs and lodges and professional groups	Be active in church work	Be a member of P.T.A.	Be a leader in several community affairs	Call attention of the public to school gatherings, athletic events, etc.	Call to the attention of teachers and community the needs of community and school
1	5	1	9	7	10	4	47
2	12	6	13	13	16	14	9
3	9	3	12	22	9	18	5
4	14	7	11	7	10	10	6
5	6	6	13	10	12	4	4
6	11	12	8	4	5	7	0
7	5	21	2	1	3	4	5
Mean Rank	3.9	5.34	3.56	3.25	3.38	3.54	2.09
Final Rank	6	7	5	2	3	4	1

TABLE XLVII

Table Showing How 57 Kansas Elementary-School Principals of Third-Class Cities
Rank Ways Principal Can Serve His School and Community

	A	B	C	D	E	F	G
Rank Order	Make frequent talks dealing with his school before service clubs	Join several clubs and lodges and professional groups	Be active in church work	Be a member of P.T.A.	Be a leader in several community affairs	Call attention of the public to school gatherings, athletic events, etc.	Call to the attention of teachers and community the needs of community and school
1	5	0	5	8	7	1	32
2	6	5	4	5	12	14	11
3	7	2	10	12	6	14	4
4	6	5	7	11	9	7	3
5	6	9	12	2	5	7	3
6	8	14	4	7	3	5	2
7	8	9	6	4	6	3	0
Mean Rank	4.25	5.18	4.1	3.63	3.54	3.62	1.9
Final Rank	6	7	5	4	2	3	1

TABLE XLVIII

Table Showing How 87 Kansas Elementary-School Principals of First-Class Cities
Ranked Six Items Upon Which Principal's Professional
Future Depends

	A	B	C	D	E	F
Rank of the Order	How he conducts himself as a citizen of the community	How his school's extra- curricular activities succeed	How he treats the children in his school	How he gets along with his teaching staff	How well children learn their lessons in class	How well he keeps up with the latest changes in educational methods
1	30	1	25	10	6	18
2	12	1	19	32	2	18
3	14	6	17	25	8	17
4	14	10	19	11	10	13
5	9	17	4	4	26	10
6	3	35	0	1	22	4
Mean Rank	2.62	5.08	2.5	2.64	4.54	2.87
Final Rank	2	6	1	3	5	4

TABLE XLIX

Table Showing How 84 Kansas Elementary-School Principals of Second-Class Cities
Ranked Six Items upon Which Principal's Professional
Future Depends

	A	B	C	D	E	F
Rank Order	How he conducts himself as a citizen of the community	How his school's extra- curricular activities succeed	How he treats the children in his school	How he gets along with his teaching staff	How well children learn their lessons in class	How well he keeps up with the latest changes in educational methods
1	22	1	18	15	4	18
2	15	2	17	37	5	11
3	19	3	21	14	7	13
4	11	11	10	5	18	10
5	3	19	3	5	18	8
6	4	23	1	0	9	11
Mean Rank	2.6	4.93	2.51	2.31	4.11	3.17
Final Rank	3	6	2	1	5	4

TABLE L

Table Showing How 58 Kansas Elementary-School Principals of Third-Class Cities
Ranked Six Items upon Which Principal's Professional
Future Depends

	A	B	C	D	E	F
Rank Order	How he conducts himself as a citizen of the community	How his school's extra- curricular activities succeed	How he treats the children in his school	How he gets along with his teaching staff	How well children learn their lessons in class	How well he keeps up with the latest changes in educational methods
1	27	2	10	7	0	12
2	6	4	15	25	3	5
3	15	6	13	12	4	7
4	5	11	8	7	10	10
5	4	11	6	1	15	9
6	1	18	3	3	14	7
Mean Rank	2.24	4.52	2.89	3.56	4.71	3.4
Final Rank	1	5	2	4	6	3

TABLE LI

Table Showing Groups Who, in the Judgment of 252 Kansas Elementary-School Principals, Should be Acquainted with Principal's Policies and Proposals, and Number of Principals Checking Each Group

Groups Who Should be Acquainted with Principal's Policies or proposals	First Class Cities	Second Class Cities	Third Class Cities	Total Prin. Answer- ing Item	Total Prin. Not Checking Item
Students	87	82	55	224	28
Teachers	96	91	60	247	5
Custodians	85	72	45	202	50
Clerical Help	70	50	33	153	99
Supt. of Schools	96	81	54	231	21
Local Board of Educ.	76	69	50	195	57
Editor of Local Paper	54	38	28	120	132
Parents of Pupils	94	85	51	230	22
Public	59	40	31	130	122

Comments by Principals

Below are given a number of rather significant unedited comments which principals made in the space provided for comments on the inquiry blanks they returned. The comments presented are in the following order: (1) those dealing in general with qualifications and training of principal; (2) those dealing with time available for supervision and (3) those making a general comment on the inquiry blank itself. The class of city of the principal making such comment will be in parenthesis.

Dealing in general with qualifications and training of principal

"During my first three years as principal I taught all day. During my seventeen years here I have taught only half days. I have about sixteen or eighteen hours credit since I received my degree. If I were just starting I suppose I should feel it necessary to have an M. A. or M. S.

"I consider it more necessary to have a thorough understanding of children and of people in general than to have a higher degree.

"The elementary principal needs to have a genuine liking for children, a sympathetic understanding of their problems, a real interest in the good of the community and of the world in general and the will to work for his ideals.

"He must also have a firm grip on his temper and be willing to listen calmly while the 'other' fellow raves as his success in the community often depends on his tact and self-control and his ability to consider both sides of a controversial question." -(first-class city)

"I have had a long experience most of which has been as a principal of high school.

"The first requirement of a teacher is to know boys and girls. It is a modern mistake to rank training and degrees ahead of ability and experience. I know many principals with no degrees who are away ahead of the best holders of master's degrees." - (third-class city)

"It is my opinion that not set qualifications (except those established by state) can be established. There is such a difference in size of schools and requirements made of the principal. Some are principal in name only. They are teachers getting paid for a few administrative duties.

"All principals should

1. be trained in field of elementary education,
2. like children,
3. keep up with changes in elementary education (progress).

"To say all principals should have a higher degree depends upon the position held and salary paid. A principal in a 3-teacher school should first be a good teacher and meet above requirements. A principal in a large city system (administrative - with a good salary) is another situation. Such a position could require a doctor's degree.

"If every one would be alert to change, willing to work, interested in children, would we need anything beyond basic requirements in average situations?" (first-class city)

"Degrees do not make a teacher or principal. However, training is necessary and should be that which the person feels that he is in need of." - (first-class city)

"I think the success of any principal depends on how well he can coordinate student-teacher-community relationships. He will never be a success unless he had the confidence of these groups and can get them to work together harmoniously." - (second-class city)

"The principal should have a sound philosophy of education and teach the child rather than subject matter remembering that he must first be a good citizen rather than a walking book." - (third-class city)

"Educational qualifications are important but personality plays an even greater part in making a successful principal, I believe." - (third-class city)

"I feel that there should be more emphasis on personal qualifications of both teachers and administrators." - (third-class city)

Dealing with available time for supervision

"Teachers and Elementary Principals need more secretarial help in the buildings. Also need more library help. Heretofore the principal has too many chores to do. It is difficult for her to get to the tasks that need to be done." - (first-class city)

"I am a teaching principal and have no time for supervision except in an administrative position." - (second-class city)

General comment on the inquiry blank

"I am very much interested in your survey. I feel that it is quite complete and I would be most interested in the outcome of your findings." - (second-class city)

"This questionnaire I find to be very comprehensive. It caused me to think about a great many aspects of my job, I had failed to consider for some time." - (second-class city)

"These indicate to me that some principals have greater responsibility for active supervision of their buildings than I have. Many of these pertain to the role of our elementary supervisor." - (first-class city)

"It is difficult to check only one point as in 5 or 7. Usually, a principal uses a combination of methods." - (first-class city)

CHAPTER IV

INTERPRETATION

The interpretation of the material obtained from this study is made in the light of the importance of the position of the elementary-school principal to the field of education.

The principal is an important person in the school system. E. P. Cubberley ³⁴ says that the relationship of the principal to the superintendent "is analogous in the business world to that of the manager of a town branch of a public utility to the general superintendent of the business." The principal is the coordinator of the work and progress of his school. He must have a general knowledge of all things concerning his school. The principal must be willing and ready to aid his teachers on matters of instruction and numerous other problems. The principal must work with his community. He must keep the public constantly informed of school activities.

In the survey made of the requirements for certification of elementary-school principals according to latest

³⁴ E. P. Cubberley, The Principal and His School, Houghton Mifflin Co., Boston, 1923, page 18.

regulations of the forty-eight states and the District of Columbia, there is revealed a great variation in minimum requirements.

A principal can not help his teachers effectively, if he has no more training than they. Consequently, in such cases there is little or no help to be given.

There seems to be a general lack of state requirements for preparation for the position of elementary principal. A median of about eighteen college hours of required professional credit is far too low. By the time the professional credit is divided among four or five courses the principal gets no more than an introduction to each field of study. Other professions require much more training in a specific field before the trainee is an expert, as the principal is supposed to be.

The principal, who is a leader in a basic profession, preparing children for life in a complex society, should have the best preparation of all professions.

A principal of a second-class city in Kansas supports the above statement when she says, "I feel that the elementary principal has the most important job in the school system. The elementary school is basic, all must have it. Then too, habits are forming and the young child must be properly taught and supervised."

The results of the survey of certification requirements do not show that even the highest requirement is sufficient to meet the needs of today's world. There is no uniformity as to requirements for principals in the forty-eight states. The experience requirement varies from no years to eight years of teaching experience for the beginning principal.

So far as the writer could ascertain there were no states which required the elementary principal to take courses in child psychology or child development. These in general are recommended in some states for the teaching certificate, but it can be possible for a prospective administrator to evade such courses.

To the question in the inquiry blank as to what should be the basis of selection of a principal, over sixty per cent replied that he should understand child psychology and child development. Over eighty-three per cent said it should be a required course. This means that principals know the value of understanding children and feel that it probably is more important than many other courses required for the position. Certainly, understanding the child's problems and possessing the ability to cope with them properly should make the teaching profession more pleasant. The child also benefits in that he is not so likely to be-

come maladjusted from improper guidance by poorly trained principals.

The Kansas principals themselves believe that an elementary principal should have a bachelor's degree or better. At least ninety per cent so indicated in this study. Elementary-school principals in Kansas have insisted that the state certification requirements be increased to meet the needs for adequate preparation for the profession.

Methods of supervision of instruction are not uniform over the state. However, fifty-three per cent of the principals answering say they work with teachers individually. The rest use other methods. The evidence shows that classroom visitations as a method of supervision are not prevalent in Kansas schools. This may be interpreted in one of two ways. Either the principals are too busy with other duties to make classroom visitations or they do not consider it a satisfactory way of supervising classroom work.

The answers to the questions show that principals of all three classes of cities who answered are quite well agreed that a public relations program is important to the welfare of the school.

Principals realize that not only must they do a good job in the school system but they also must see to it

that the public sees and understands what is being done.

Principals realize that their success depends as much on how well they sell the school to the public, as it depends on how well they sell it to their pupils and teachers.

Table LI shows that of a number of groups who should know about a principal's policies and practices Kansas elementary-school principals indicated in order of importance the following groups: teachers, superintendent of schools, parents of pupils, and pupils. They evidently feel that the other groups listed do not affect immediately the work of their schools.

There is no doubt that elementary-school principals want the principalship to carry with it the prestige that it should have. The majority want high requirements of professional preparation and with that a salary which is equal to that of comparable positions in the secondary schools.

The trend since the war has been for the states to increase greatly the certification requirements for the elementary-school principals. Most of the changes are toward making the certification requirements equal to those required of high-school principals.

CHAPTER V

SUMMARY AND CONCLUSIONS

The requirements for certification of elementary-school principals were compiled by the writer from the rules and regulations as obtained from the state departments of education of the forty-eight states and the District of Columbia. In every case the latest information obtainable regarding certification of elementary-school principals was used. The information obtained will be discussed later in this chapter.

The writer assumes that all answers to the questions in the inquiry blank sent to the principals are based on their earnest opinions on qualifications needed for the beginning principal, and on the methods they use in performing the duties of an administrator.

Table I, which is a compilation of information regarding certification of elementary-school principals by states, gives the main areas considered and the divisions and sub-divisions of each main area. The detailed information is as follows:

Statistics on minimum certification requirements for elementary-school principal based upon information

from State Departments of Education and the District of Columbia show:

Degrees:

Twenty-two states require bachelor's degree.

Ten states and District of Columbia require master's degree.

Seventeen states do not require a degree to hold the position of elementary-school principal.

Thirteen states make no specific requirements for elementary-school principal.

Teaching experience:

Ten states specifically require teaching experience in elementary schools.

- a. Five states require at least two years experience.
- b. One state requires only one year experience.
- c. Four states require three years experience.
- d. District of Columbia requires eight years of experience, five of which must be in elementary schools.

Sixteen states merely state experience either as teacher or principal, not specifically at the elementary level.

- a. Eleven states require three years experience.
- b. Two states require two years experience.
- c. Delaware requires one year experience.
- d. Louisiana requires five years experience.
- e. Pennsylvania requires six year experience.
- f. Colorado, one of the sixteen states, accepts either three years teaching experience or four semester hours of practice teaching.

Professional training:

Twenty-five states make a specific number of semester hours professional requirements.

- a. Louisiana and Minnesota require six hours.
- b. Washington requires eight hours.
- c. North Carolina and Idaho require twelve hours.
- d. Arkansas and West Virginia require fourteen hours.
- e. New Mexico, Arizona and Connecticut require fifteen hours.
- f. North Dakota requires sixteen hours.
- g. Indiana, Kansas (after September, 1948), Mississippi, Nebraska, New Hampshire require eighteen hours.

- h. Colorado and Michigan require twenty hours.
- i. New Jersey and Wyoming require twenty-four hours.
- j. New York requires twenty-eight hours.
- k. California, Delaware, Florida and Utah require thirty hours.
- l. The District of Columbia requires forty hours.

The median for the twenty-five states and the District of Columbia is 18.5 hours.

Twenty-seven states require courses in administration and supervision, either elementary or secondary.

- a. Eight states require courses in organization and functions of elementary and high schools.
- b. Eight states specify requirements in curriculum.
- c. Two states specify statistical methods.
- d. Nine states specify educational psychology.
- e. Three states mention history of education requirement.
- f. Six states require educational tests and measurements and guidance.

- g. Three states require knowledge of state school law.
- h. Five states require practice teaching.
- i. Two states, Nebraska and Utah, require courses in physiology and hygiene.
- j. Six states require methods or principles of teaching.
- k. Sixteen states require teaching certificates.
- l. Twelve states require teaching certificate of elementary grade.
- m. Thirty states require the administrative certificate.
- n. Five states give administrative certificates but do not require them for holding elementary-school principal position.
- o. Two states require a certificate of health.

Tables II, III and IV show the salary distribution of the first-, second- and third-class elementary-school principals used in this study.

Table II shows that there are in first-class cities of Kansas forty-nine men principals whose median annual salary is \$3599. with a range of \$2400. to \$4000. The number of women principals is 104 or a ratio of better

than two to one in favor of the women. Their salaries range from \$1900. to \$4200. with a median annual salary of \$3146. or \$453. less than the median annual salary for the men. The median annual salary for both men and women is \$3264. The range is from \$1900. to \$4200., indicating that the women get both the highest salary and the lowest in first-class cities.

Table III shows the annual salary distribution of second-class elementary-school principals in Kansas. There are sixty-six men who have a median annual salary of \$2799., while the 110 women principals who outnumber the men by a ratio slightly less than two to one, have a median salary of \$2347. or \$452. less than the men. The range of salaries for the men is \$1600. to \$2550. and for the women from \$1150. to \$3000. The median annual salary for both men and women is \$2499. and the range is \$1150. to \$3550.

Table IV gives the distribution of salaries of third-class city elementary-school principals from schools having five or more members of the staff.

Of 175 principals 130 are men and 45 are women. The ratio is about three men to one woman. The median annual salary for men is \$2757.; for women it is \$2055., or \$702. less than the men. The range of salaries is

\$1395. to \$4500. for women and \$1620. to \$5000. for men. The median annual salary for both men and women principals is \$2676. and the range is from \$1395. to \$5000.

The information indicates that, of Kansas elementary-school principals, the women out-number the men by fourteen; the men are greatly out-numbered in first- and second-class cities; and men out-number the women in third-class cities. The women have the lowest salaries in all three classes of cities except in one case in which a woman principal in a first-class city receives \$4200. or \$200 more than the next highest salary in the first- and second-class cities.

Table V shows by class of city the distribution by sex, highest degree held and percentage of the elementary-school principals replying who hold each type of degree.

Of the ninety-six elementary-school principals of first-class cities forty-one, or 43 per cent, hold a bachelor's degree; fifty, or 52 per cent, hold the master's degree; four, or 4.3 per cent, hold no degree. One did not answer. Table VI shows the number of hours completed by those four who did not hold a degree. Of the ninety-two elementary principals in second-class cities, forty-five, or 50 per cent, hold the bachelor's degree;

nine, or 10 per cent, hold the master's degree; thirty-six, or 40 per cent, hold no degree. Two gave no answer.

Of the sixty-four third-class city elementary principals eighteen, or 30 per cent, hold the bachelor's degree, four, or 6.7 per cent, the master's degree, and thirty-eight, or 63.3 per cent have no degree. The distribution of hours completed by those who do not have degrees may be found in Table VI.

From the above evidence it could be assumed that the more highly trained people seek the better-paid positions which are to be found in first-class cities and in some of the second-class cities. Also it may be assumed that the better schools seek the best trained people available to head the elementary schools in the school system.

Table VI shows that the median number of college hours completed is 90.8 for the second-class city elementary principals reporting and 80.5 for the elementary principals of the third-class cities. No principal reported that he had no college hours completed.

Table VII shows by class of city the distribution of total number of years teaching experience for 245 Kansas elementary-school principals. This experience includes all levels of public school teaching experience. Probably the

most significant point about the results as shown is that the difference in the median number of years of experience between the first-, second- and third-class cities is not very great. The median number of years of experience for principals of first-class cities is 22.5 years; for second-class, 18.2; and for third-class city principals, 15.3 years. The range of teaching experience reported was from one to forty-eight years. This would indicate that principals are usually persons who have had considerable experience in public schools. They have been promoted in most of the cases from classroom teachers to the position of principal because of their ability.

Table VIII shows by class of city the total number of years served as principal by 214 Kansas elementary principals. Forty-eight principals have held that rank from one to three years and thirty-eight have been principals from four to six years. This would mean that roughly 40 per cent of the 214 principals answering the inquiry blank have had six years experience or less. The median years of experience is 10, 9 and 6.36 for first-, second- and third-class city principals respectively.

Table IX shows by class of city the total years served as teaching principal by 228 Kansas elementary-school principals. The median number of years served as

teaching principal is 7.5, 7.83 and 6.1 for first-, second- and third-class city principals respectively. Principals of second-class cities show a higher median number of years served as teaching principal which would indicate that the principal in a second-class city has to do more teaching and has less time for supervision than the principal of a first-class city. The fact that the median service of elementary principals in cities of the third-class is 1.4 years less than the median for the first-class city and 1.73 years less than the elementary principal in the second-class city does not indicate that they have had to spend less time in teaching, but merely that their tenure as principal has been of fewer years duration than those of the other two classes of cities. The elementary principal of third-class cities in Kansas rarely has time set aside for administration and supervision. Instead there are duties which he has to perform in addition to teaching. The principal usually gets a little pay above that of the regular teacher in his school for performing those additional duties.

Table X shows by class of city that only eighty-nine out of 252 Kansas elementary-school principals feel that they can say that they are supervising principals. Of those eighty-six reporting that they are supervising

principals forty-eight are in first-class cities, twenty-three in second-class cities and fifteen in third-class cities.

The median number of years as supervising principal is 5.16, 6.25 and 4.4 for first-, second- and third-class cities respectively. Principals of second-class cities have a 1.09 years greater median number of years served as supervising principal than principals of first-class cities. The reason for this is rather difficult to determine unless in answering the question they interpreted administration as meaning supervision.

Table XI shows by class of city the number of years in present position of 242 Kansas elementary-school principals. The range of years in present position as reported by the principals is one to thirty-nine. A little over forty-seven per cent of the principals reporting have been in present position one to three years. Of principals reporting thirty-seven, or almost 40 per cent, of those of first-class cities, forty-one, or a little more than 47 per cent, of those of second-class cities, and thirty-six, or 58 per cent, of the principals of the third-class cities had been in the present position one to three years. These figures indicate that there had been a great turnover in personnel of the principalship in the state of Kansas

in recent years. The median number of years in present position is 5.1, 3.9 and 2.6 for the principals of first-, second- and third-class cities respectively. The above figures show that tenure of the administrative personnel is more stable in first-class cities and least stable in the third-class cities. In many instances it may well be assumed that the third-class city schools are training grounds for the larger schools of first- and second-class cities for the administrators as they are for the teaching personnel.

Table XII shows the number of pupils supervised by 246 Kansas elementary-school principals.

The median number of pupils under supervision of the principals of first-class cities is 355, of second-class cities 214, and 165 under supervision of principals of third-class cities. The one elementary principal of a third-class city who reported between 700 and 749 pupils is in charge of an elementary school located in a third-class city near the outskirts of Kansas City, Kansas.

Table XIII shows number of teachers under supervision of the 248 Kansas elementary-school principals reporting. These figures do not include the principal. The median number of teachers in first-class city schools was 10.3, second-class city schools, 7, and third-class city schools, 6.4. There were two elementary principals

of third-class cities who reported three teachers. The possible explanation for that may be that they did not report a part-time teacher in this study, whereas, they did in their report to the State Superintendent of Public Instruction. Two principals of second-class cities and two of third-class cities neglected to give the number of teachers under their supervision.

Table XIV shows what 235 Kansas elementary-school principals felt should be the least amount of college training a beginning principal should have to do his work satisfactorily.

None thought thirty hours of college work sufficient; two principals of second-class cities and thirteen of third-class cities, or 6.4 per cent of total replies, thought sixty hours sufficient training. One principal of a first-class city, six of second-class cities and three principals of third-class cities with a total of ten, or 4.2 per cent of total replies, considered ninety hours sufficient.

Thirty-one, or 33 per cent, of first-class, forty-three, or 54.5 per cent, of second-class, and thirty-three, or 53.3 per cent, of the principals of third-class cities thought a bachelor's degree sufficient training. This was a total of 107, or 45.5 per cent, of

all principals reporting. Fifty, or 53.4 per cent, of the principals of first-class cities, twenty-six, or 32.9 per cent, of the second-class and eleven, or 17.7 per cent, of the principals of the third-class cities, with a total of eighty-seven, or 37.1 per cent, of all principals, considered the master's degree the minimum amount of college training for a beginning principal. A total of sixteen principals, twelve from first-class cities, two from second-class cities and two from third-class cities indicated that a beginning principal should have more than a master's degree in college training. This last group represents 6.8 per cent of all principals answering.

It should be noted that the principals did not answer this question according to the amount of college training they had.

One principal who had a master's degree thought that ninety hours of college work was sufficient. One or two principals who had under sixty hours indicated that more than a master's degree should be required. Several principals indicated by a side note that a degree does not always make a good principal, that other factors also must be taken into consideration. No one would question that statement, but it is certain that the train-

ing leading to a degree will help to make a better administrator.

Table XV shows the professional college courses 251 Kansas elementary-school principals think should be required and those which should be optional for a person to take if he wishes to be an elementary-school administrator.

Of the 238 principals answering, 213, or 89.5 per cent, considered educational psychology a required course; twenty-five, or 10.5 per cent, indicated that it should be optional.

Of all the principals answering, including eighty-nine from first-class cities, sixty-two from second-class cities and forty-eight from third-class cities, 199, or 83.5 per cent, were in favor of requiring courses in child development. Thirty-nine, or 16.5 per cent, thought the course should be optional. Over 50 per cent of those who objected to the course being required were principals from second-class cities.

Of all the principals answering, 228, or 97.3 per cent, indicated that elementary school administration should be required. Seven, or 2.7 per cent, of all principals answering desired the course to be optional.

Of the elementary-school principals answering,

144, or 71.6 per cent, indicated that a course in elementary and secondary administration should be optional and fifty-seven, or 28.4 per cent, that it should be required.

Of the total of 233 principals, 198, or 84 per cent, indicated that elementary curriculum should be required and thirty-five, or 16 per cent, that it should be optional.

Of the 222 principals answering, 158, or 81.5 per cent, indicated that a course in problems of the teacher should be required; sixty-four, or 28.5 per cent, indicated that it should be optional.

Seventy-four, or 35.3 per cent, of 210 principals wanted a course in history of education required while 136, or 64.7 per cent, wanted it to be an optional course. The vote by the principals of first-class cities was about a one-to-one ratio, of the second-class cities the vote was five against to two for and in third-class cities the ratio was four to one against history of education being a required course.

Seventy-two per cent of the 219 principals answering indicate that practice or student teaching should be required and 27.5 per cent think it should be optional.

Of the 232 principals answering the question as to whether educational measurements should be required or

optional, 167, or 72 per cent, say it should be required and sixty-five, or 28 per cent, say it should be optional.

The principals either definitely opposed or favored each course mentioned in question two in the inquiry blank.

A few principals mentioned guidance and finance as courses which should be required for a beginning principal.

Table XVI shows the opinions of 234 Kansas elementary principals concerning requirements for a highly qualified principal.

Fourteen, or 6 per cent, of the principals reported that they would require no more than Kansas state certification requirements.

Forty-four, or 18.8 per cent, of the principals reported that they would require more training than the Kansas requirement.

Thirty-four, or 14.5 per cent, of the principals reported that they would require more experience than the two-year Kansas requirement.

If they had their choice 142, or 60.7 per cent, of the principals would choose the principal who understands child psychology and child development.

There was a tendency by many principals to

suggest throughout the rest of the inquiry that knowledge of child psychology and child development is more important than college training. They, however, did not explain how a principal would obtain this knowledge. It is certain that the principal would have to get the knowledge, which is very important to a principal's success, either from long experience working with children or by taking courses in college which deal with child psychology and child development.

Table XVII shows the amount and type of experience a beginning elementary-school principal should have as expressed by 245 Kansas elementary-school principals.

All 245 principals agreed that a beginning elementary-school principal should have had previous experience in teaching elementary school subjects.

Forty-one, or 16.7 per cent, of the principals considered at least two years elementary teaching experience adequate for a beginning elementary principal. Three to five years of elementary-school teaching experience was considered necessary by 124, or 50.6 per cent, of the principals.

Seventy-nine, or 32.3 per cent, of the principals believed that both teaching experience and experience as supervisor of elementary school subjects should be necessary for a beginning elementary-school principal.

Only one elementary-school principal of a second-class city considered a bachelor's degree adequate in elementary school administration without previous teaching experience.

One may go back to Table XVI and compare results of Item three which reads, "Require more experience than the two year Kansas requirement," with results of Item three of Table XVII which reads as follows: "3 to 5 years elementary teaching experience." The reports are not consistent; in one case 14.5 per cent of the principals and in the other 50.6 per cent would require more than two years of teaching experience for a beginning elementary principal. The reason for the discrepancy is hard to explain.

Table XVIII shows methods of supervision used by 226 Kansas elementary-school principals. Thirty-three, or 14.6 per cent, of the principals prefer to have frequent faculty meetings as a method of supervision.

Of the principals, 120, or 53 per cent, work with teachers individually as a method of supervision.

Twenty-six, or 11.6 per cent, of the principals make classroom visits as a method of supervision.

Thirty-six, or 15.9 per cent, of the principals let teachers bring their problems to them.

Eight, or 3.6 per cent, of the principals prefer to work out a complete program to be followed by the teacher during the year.

Three, or 1.3 per cent, let the teachers work out their own problems.

It should be noted that in Item two fifty-four of eighty-four principals of first-class cities work with teachers individually; forty-two out of eighty-four principals of second-class cities work with teachers individually; and twenty-four out of fifty-six from third-class cities. This would indicate that the trend in the state of Kansas is toward working with each teacher individually in carrying on supervision. There is also an indication that where the principal is freed from teaching duties a larger percentage of principals work with teachers individually. This condition is to be found most often in the schools of the first-class cities. The principal of a third-class city usually does not have much, if any, free time to spend with individual teachers.

Table XIX shows how 200 Kansas elementary-school principals make classroom visits.

Seventy-five, or 37.5 per cent, of the principals prefer to make surprise classroom visits. Analyzed, the results are seventeen, or 24.3 per cent, of

the principals of the first-class cities, thirty-three, or 41.3 per cent, of the second-class, and twenty-five, or 50 per cent, of the third-class cities prefer to make surprise visits. This indicates that principals of third-class cities can not schedule visits because of other duties and therefore are forced to make a visit whenever they have some free time.

Only 17 per cent of the principals say that they make daily visits to classrooms.

Fifty-one, or 25.5 per cent, of the principals make scheduled visits to classrooms. Forty, or 20 per cent, of the principals prefer to wait until called by the teacher before making classroom visits.

There seems to be no general agreement by the principals as to the best procedure for making classroom visits. Perhaps many use a combination of the suggested methods or do not make classroom visits. Perhaps classroom visits are not as popular in modern education as they were judging from the fact that less than 80 per cent of the principals filling out the inquiry blank filled out question six. Twenty-six principals of first-class cities, twenty-two principals of second-class cities, and fourteen principals of third-class cities failed to fill out the question.

Table XX shows how 227 Kansas elementary-school principals help improve instruction.

Thirteen, or 5.7 per cent, of principals take over the teaching of a class occasionally.

Eight, or 3.6 per cent, of the principals have special demonstration teachers.

Fifty-five, or 24.2 per cent, of the principals let weak teachers visit the classroom of a successful teacher who is conducting a class.

Of the principals, 136, or 59.9 per cent, have meetings in which best methods of instruction are discussed and demonstrated. Fifteen, or 6.6 per cent, of the principals have the inexperienced teacher work out a plan book for each subject taught which the principal checks before the teacher uses the plan.

The plan of having meetings at which best methods of instruction are discussed and demonstrated seems to be used by the majority of all the principals who reported on the topic. The use of the idea of the weak teacher visiting a strong teacher was used by twenty-eight of the eighty-two principals of first-class cities.

Tables XXI, XXII and XXIII show rank order that the principals gave to ways that school activities may be brought to public attention.

There was agreement on Item B which is, "Having on special days demonstrations of work done on class projects." The final rank given Item B by principals of all three classes of cities was the rank of two.

Item C, "Reporting in local newspaper results of community surveys carried on by the school," was given a rank of two by principals of first- and second-class cities and a rank of three by principals of third-class cities. Item A, "Having debates on current world problems," was given a rank of six by principals from all three classes of cities.

The answers no doubt were colored somewhat by the availability of facilities within the community in which each principal was employed. The majority of principals agreed that the public should be brought to the school building to see what pupils are doing.

Tables XXIV, XXV and XXVI show the opinions principals have on the bases of philosophy that the principal's supervision should reflect.

The principals of all three classes of cities agreed by giving Item E, "Be a philosophy based upon needs of the community," a final rank of one. Rank two was given to Item C, "Indicate a philosophy of education agreed upon by teachers and principal." Item D, " Be a philosophy

based upon the cardinal principles as indicated by the Educational Policies Commission," was given a rank of three by principals of first- and third-class cities and fifth by principals of second-class cities. Item A, "Reflect his philosophy of education," was given a rank of four by principals of first- and third-class cities and three by those of second-class cities. Item B, "Indicate a philosophy of education agreed upon by teachers," was ranked fifth by principals of first- and third-class cities and fourth by principals of schools in second-class cities.

One can conclude that the principals were very nearly in accord with each other in opinions on what a principal's supervision should reflect or indicate.

Tables XXVII, XXVIII and XXIX show rank order given by Kansas elementary-school principals to ways principals can help teachers solve discipline problems. Principals of second- and third-class cities rank as first place the making of occasional visits to the homes of their pupils and rank second the idea of asking parents to visit classroom when class is in session. Principals of schools in first-class cities gave the reverse rankings to the above mentioned items.

Tables XXX, XXXI and XXXII show how Kansas elementary-school principals rank ways to develop mutual

teacher-principal relations. Principals of all three classes of cities agreed on Items A and B, ranking them one and two respectively. Item A is, "Being pleasant during interviews or conference." Item E is, "Publicly protecting professional status of all his teachers when need arises." The other items were not so closely agreed upon by the principals.

Tables XXXIII, XXXIV and XXXV show the rank order given by Kansas elementary principals to the best time for teacher conferences.

Principals of second- and third-class cities gave Item A, "After school," as first rank, while those of first-class cities gave it a rank of three. Rank one is given by principals of the first-class cities to Item E, "Before school starts in the morning," and those of second- and third-class cities ranked it second. Rank two was given Item G, "Teacher's free period," by those of first-class cities and rank three by principals of second- and third-class cities. The remainder of the items were ranked quite closely by all the principals answering the question.

Tables XXXVI, XXXVII and XXXVIII show rank order given by Kansas elementary-school principals on methods used to improve instruction.

Principals of first-class cities gave rank one to Item C, "The school principal," while those of second- and third-class cities gave it fifth place. Item D, "Demonstration teachers," was given fifth place by principals of first-class cities and first place by principals of second- and third-class cities. Principals from all three classes of cities agreed to give Item A, "A special subject supervisor," second place.

It seems that the ranks given here were according to time and facilities available.

Tables XXXIX, XL and XLI show rank order of what Kansas elementary-school principals do when they make classroom visits.

Principals of first-class cities ranked Item B, "Make no notes," as one, while those of second- and third-class cities gave it a rank of two. Item F, "Sit in back of room," was marked as second place by principals of first-class cities while those of second- and third-class cities gave it a rank of one. On the other six items there was no general agreement. Item H, "Take over the teaching of the class," was given two seventh places and one eighth place, so it seems that it is probably one of the poorest techniques on what is to be done during classroom visits.

Tables XLII, XLIII and XLIV show rank order given to what Kansas elementary principals observe during classroom visits to help improve instruction. The majority of the principals who answered agreed that the most important is to observe attention of pupils during class. On the other three items, namely, methods used by teacher, materials used, and knowledge obtained by pupils as revealed through classroom recitation there was no agreement.

Tables XLV, XLVI and XLVII show how Kansas elementary-school principals ranked ways a principal can serve his community. The principals gave Item G, "Call to the attention of teachers and community the needs of the community and school," a rank of one; Item B, "Joining several clubs and lodges and professional groups," was given the lowest rank of seven indicating that was not too necessary. Item C, "Being active in church work," was given sixth place by principals of first-class cities and fifth place by principals of second- and third-class cities. This indicates that they do not think that being active in church work is too important in serving the community. There was no agreement on the other items in the question.

Tables XLVIII, XLIX and L show how Kansas elementary principals ranked six items upon which a principal's

professional future depends. Principals of first-class cities ranked Item C, "He treats the children in his school," of first importance; those of second-class cities ranked Item D, "He gets along with his teaching staff," as of first importance and those of third-class cities gave first place to Item A, "He conducts himself as a citizen of the community." Principals of second- and third-class cities gave rank two to Item C to which principals of first-class cities gave a rank of one. On the other items there is no close agreement. Here it is clearly shown that size of school and community have a definite bearing upon how principals ranked the several items in question 17 of the inquiry blank.

Table LI shows the groups of people that 252 Kansas elementary-school principals think should be acquainted with the principal's policies and practices. They indicated in order of importance the following groups: teachers, superintendent of schools, parents of pupils and pupils themselves. The order of least importance was given to the editor of the local paper and the general public.

Some of the factors which evidently influenced the manner in which the principals answered each question on the inquiry blank were: (1) the amount of training each had, (2) number of years of teaching experience, (3) the number of years experience as principal, (4) the size and type of community in which each worked and (5) the amount of free time from duties to answer the inquiry blank.

Conclusions

On the basis of the data obtained in this study the following conclusions may be drawn.

1. There is a lack of uniformity in elementary administrator's certification requirements in the forty-eight states.

2. There is a need for increasing the number of semester hours of professional training in Kansas as well as in many other states.

3. Principals perform their supervisory duties in much the same manner regardless of the size of the school system. The surprise classroom visitation is used little as a method of supervision. Principals work with individual teachers rather than through group meetings in the improvement of instruction.

4. The majority of elementary principals state that a knowledge of child psychology and child development is essential to the success of their supervisory and administrative functions.

5. To facilitate an understanding of the purposes and program of the school, principals realize that they need to carry on a public relations program on a professional basis.

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APPENDIX A

A Copy of Inquiry Blank

UNIVERSITY of KANSAS

School of Education

Lawrence

MARCH 12, 1948

DEAR PRINCIPAL:

I am making a study of the job of the elementary principal in the Kansas schools. I am particularly interested in his preparation for the job, how he does his work, and what opinions he holds in respect to certain aspects of his job.

If you will take a few minutes from your busy schedule to answer this inquiry, it will be greatly appreciated.

Sincerely,

JOSEPH V. HOLLY

Room 18, Fraser Hall

University of Kansas

Lawrence, Kansas

Qualifications and Duties of Elementary School Principals in Kansas

INFORMATION ABOUT PRINCIPAL ANSWERING QUESTIONNAIRE:

Sex _____ Highest degree held _____

If no degree, how many college hours? _____

Total years teaching experience _____

Total years as principal _____

Total years as teaching principal _____

Total years as supervising principal _____

Years in present position _____

Number of pupils under your supervision _____

Number of teachers under your supervision _____

- _____ C. Elementary School Administration.
 _____ D. Elementary and Secondary School Administration.
 _____ E. Elementary Curriculum.
 _____ F. Problems of the Teacher.
 _____ G. History of Education.
 _____ H. Practice or student or directed teaching.
 _____ I. Tests and Measurements.

DIRECTIONS FOR ANSWERING THE FIRST SEVEN QUESTIONS:

Except in Question 2, make a check mark before the statement which in your opinion best answers the question or completes the numbered statement.

1. How much college training should an elementary principal have to handle his work most satisfactorily?

(Check one)

- _____ A. 30 hours college work.
 _____ B. 60 hours college work.
 _____ C. 90 hours college work.
 _____ D. A bachelor's degree.
 _____ E. A master's degree.
 _____ F. More than a master's degree.

2. College training for elementary principals should, in your opinion, include which of the following courses? (Mark R for required; O for optional or recommended.)

- _____ A. Educational Psychology.
 _____ B. Child Development Course.

3. To have a highly qualified person for the elementary principalship the local boards of education should: (Check one)

- _____ A. Require no more than Kansas state certification requirements.
 _____ B. Require more training than the Kansas requirement.
 _____ C. Require more experience than the two year Kansas requirement.
 _____ D. Choose the principal who understands child psychology and child development.

4. In your opinion the elementary school principal should have:

(Check one)

- _____ A. No experience as teacher in elementary school subjects.
 _____ B. At least two years elementary teaching experience.
 _____ C. Three to five years elementary teaching experience.

- _____ D. Both experience as a teacher and supervisor of elementary school subjects.
- _____ E. No experience but a bachelor's degree in elementary school administration.
- _____
- _____

5. You as a principal can best supervise the work of your school by:

(Check one)

- _____ A. Having frequent faculty meetings.
- _____ B. Working with each teacher individually.
- _____ C. Letting teachers bring their problems to you.
- _____ D. Making classroom visits.
- _____ E. Working out a complete program to be followed during the year by the teacher.
- _____ F. Having the teachers read professional literature dealing with their particular problems.
- _____ G. Letting teacher work out own problem.
- _____
- _____

6. You as principal in classroom visitations:

(Check one)

- _____ A. Make surprise visits.
- _____ B. Make visits daily.
- _____ C. Make scheduled visits.
- _____ D. Make visits only when called by the teacher.
- _____
- _____

7. You as principal can best help your teachers improve instruction by:

(Check one)

- _____ A. Taking over the teaching of a class occasionally.
- _____ B. Having special demonstration teachers.
- _____ C. Letting weak teacher visit classroom of a successful teacher who is conducting a class.
- _____ D. Having meetings in which best methods of instruction are discussed and demonstrated.
- _____ E. Helping the inexperienced teacher by requiring a plan book for all the teachers' subjects which should be checked over by the principal.
- _____
- _____

DIRECTIONS FOR ANSWERING THE FOLLOWING TEN QUESTIONS:

Rank in order of importance your answers to the following ten questions by numbering statements 1, 2, 3, etc., 1 indicating highest rank.

8. You as principal bring to the public attention what your school is doing by:

(Rank)

- _____ A. Having debates on current world problems.
- _____ B. Having on special days demonstrations of work done on class projects.
- _____ C. Reporting in local newspaper results of community surveys carried on by the school.
- _____ D. Using posters and displaying them in prominent places.
- _____ E. Publishing a school paper.
- _____ F. Having radio programs on local stations.
- _____
- _____

9. The type of supervision a principal does should:

(Rank)

- _____ A. Reflect his philosophy of education.
- _____ B. Indicate a philosophy of education agreed upon by teachers.
- _____ C. Indicate a philosophy of education agreed upon by teachers and principal.
- _____ D. Be a philosophy based upon the cardinal principles as indicated by the Educational Policies Commission.
- _____ E. Be a philosophy based upon needs of the community.
- _____
- _____

10. The principal can help teachers understand their discipline problems by suggesting that they:

(Rank)

- _____ A. Make occasional visits to the homes of their pupils.
- _____ B. Ask parents to come to visit the classroom while a class is in session.
- _____ C. Have frequent entertainments to which parents are invited.
- _____ D. Send all their discipline cases to the principal to be solved.
- _____
- _____

11. The principal can develop mutual teacher-principal relationships advantageously by:

(Rank)

- _____ A. Being pleasant during interviews or conference.
- _____ B. Having certain hours set aside for teacher-principal conferences.
- _____ C. Holding teachers meetings during school hours.
- _____ D. Meeting the irate parent first to settle a possible misunderstanding.
- _____ E. Publicly protecting professional status of all his teachers when need arises.
- _____
- _____

12. The best time for teacher-supervision conferences is:

(Rank)

- ___ A. After school.
- ___ B. During noon hour.
- ___ C. In the evening after supper.
- ___ D. The last period of the day.
- ___ E. Before school starts in the morning.
- ___ F. After class.
- ___ G. Teacher's free period.
- ___ H. Recess.

13. Improvement of instruction may be done effectively by:

(Rank)

- ___ A. A special subject supervisor.
- ___ B. A general supervisor.
- ___ C. The school principal.
- ___ D. Demonstration teachers.
- ___ E. Inter-classroom visitations by teachers.

14. When a principal visits a classroom he should:

(Rank)

- ___ A. Make detailed notes in the room.
- ___ B. Make no notes.
- ___ C. Use a special form which requires only check marks.
- ___ D. Make a few notes.
- ___ E. Sit in front of room.
- ___ F. Sit in back of room.
- ___ G. Attempt to discipline pupils while in the room.
- ___ H. Take over the teaching of the class.

15. In order to improve instruction, what does the principal observe during classroom visitations?

(Rank)

- ___ A. Methods used by teachers.
- ___ B. Materials used.
- ___ C. Pupils' attention during class.
- ___ D. Knowledge obtained by pupils revealed through class recitation.

16. The principal can serve his school and community by:

(Rank)

- ___ A. Making frequent talks dealing with his school before service clubs.
- ___ B. Joining several clubs and lodges and professional groups.
- ___ C. Being active in church work.
- ___ D. Being a member of the P.T.A.
- ___ E. Being a leader in several community affairs.
- ___ F. Calling the attention of the public to school gatherings, athletics events, etc.
- ___ G. Calling to the attention of teachers and community the needs of the community and school.

17. The principal's professional future depends on how:

(Rank)

- ___ A. He conducts himself as a citizen of the community.
- ___ B. His school's extra-curricular activities succeed.
- ___ C. He treats the children in his school.
- ___ D. He gets along with his teaching staff.
- ___ E. Well the children learn their lessons in class.
- ___ F. Well he keeps up with the latest changes in educational methods.

DIRECTIONS FOR ANSWERING QUESTION 18:

Check as many of the groups as you feel should be acquainted with the principal's policies.

18. Which of the following groups should be acquainted with the principal's policies or proposals to make a success of them?

- ___ A. Students.
- ___ B. Teachers.
- ___ C. Custodians.
- ___ D. Clerical help.
- ___ E. Superintendent of the schools.
- ___ F. Local Board of Education.
- ___ G. Editor of the local paper.
- ___ H. Parents of pupils.
- ___ I. Public.

APPENDIX B

Letter
of Association of Elementary Principals
and
Results of Elementary Principal Survey
of
April, 1946

ASSOCIATION OF ELEMENTARY PRINCIPALS

State of Kansas

2718 Lee Court
Topeka, Kansas
March 28, 1946

Dear Elementary Principal:

The State Board of Education desires suggestions from our group as to what should be offered by Kansas Colleges in courses of organization, administration, and supervision in the elementary school. This course would provide credit on the elementary principal's certificate requirement.

Please list as many of the following items as you can and return this sheet to Joe Burke, President of the Association of Elementary Principals, State of Kansas, 2718 Lee Court, Topeka, not later than April 5th.

WHAT ITEMS WOULD YOU SUGGEST BE INCLUDED IN A SIX HOUR COURSE IN ELEMENTARY SUPERVISION, ORGANIZATION, AND ADMINISTRATION THAT THE COLLEGES OF KANSAS COULD OFFER?

- 1.
- 2.
- 3.
- 4.
- 5.

WHAT ITEMS DO YOU THINK SHOULD NOT BE OFFERED IN SUCH A COURSE?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

A committee of three elementary principals are being appointed to sift these lists of items and to work with Mr. F. Floyd Herr, Secretary of the State Board of Education, in developing the content for such a course.

May we have your list not later than April 5th.

With very best wishes to you in your work, I remain

Most cordially yours,

Joe Burke, President.
Association of Elementary
Principals
State of Kansas

Results of Elementary Principal Survey
of April, 1946

The survey of opinion among Kansas elementary principals reveals that the following types of information should be studied as a part of the requirement in the courses presented to meet the State Department of Education regulations relative to certification of principals by 1948.

1. Public Relations.
2. Curriculum (World Citizenship),
Home, school, community, play,
church.
3. Supervision - organization and
technique.
4. Finance.
5. Building Management and play-
ground problems.
6. Equipment and materials.
7. Discipline.
8. Distribution of teaching load.
9. Teacher-principal relationship.
10. Professional responsibility and
relations.
11. School laws and regulations
(Statute, St. Dept., and St.
Board).

12. Schedules.
13. Standards of grade level achievement.
14. Elementary library, maintenance,
operation and selection.
15. Visitation - class and home.
16. Allocation of principal's time
to different duties.
17. In-service-training.
 - a. Instruction
 - b. Curriculum
18. Classification and promotion.
19. Special service agencies.
20. Budget making.
21. Observation and visitation of
other schools.
22. Personnel records.
23. Business management (Elementary
school not a part of larger system.)
24. Program planning.
25. Acceleration - individual pupil.
26. Staff meeting.
27. Student activity (want course to
be a 6 hour workshop)

28. Evaluation of teacher service.
29. Custodial problems.
30. The task of the elementary principal
in the school of tomorrow.

The following types of subject matter may properly be included in work toward a Master's degree in elementary administration:

1. Leadership.
2. Technique and methods in instruction.
3. Duties and responsibilities -
privileges in and out of school.
4. Philosophy of education.
5. Tests and measurements.
6. Child guidance and mental hygiene.
7. Structural organization of the
elementary school. (Platoon)

6-2-4)

Local, state, and federal.

Departmentalization

Moving of classes

Sliding recesses

8. Educational trends. (Refer to
Columbia Univ., M. A. -Elementary
Prin.)

9. Early childhood education.
10. Ethics.
11. Practical democratic procedures.
12. Playground problems.
13. Corrective procedures.
14. Child Psychology.
15. Problem teachers.
16. Teachers and P. T. A.
17. Keep the course practical.
18. Guidance.
19. History of education.
20. Philosophy of education.

In the opinion of elementary principals the following types of information should not be included as a part of the study for the Master's degree in elementary administration:

1. Secondary education.
2. Statistics.
3. Technical business management.
4. Specific teacher preparation
for subject of grade.
5. Educational sociology.
6. Educational history.

APPENDIX C

List of Cities
From Which Inquiry Blanks Were Returned

List of First-Class Cities, Number of Schools to Which Inquiry
Blanks Were Sent, the Number of Replies by City, Per Cent
Answering and Number of Pupils and Teachers Under
Supervision of the Principals Answering

City	Number of In- quiries Sent	Number of In- quiries Returned	Per cent Answered	Number of Students in Schools Replying	Number* of Teachers in Schools Replying
Atchison	5	2	40.0	482	15
Coffeyville	7	6	85.7	1959	58
Fort Scott	4	3	75.0	708	25
Hutchinson	9	9	100.0	3531	106
Kansas City	38	15	39.5	5707	155
Lawrence	6	3	50.0	1113	38
Leavenworth	9	5	55.5	1126	36
Parsons	5	3	60.0	900	28
Pittsburg	7	6	85.7	1671	69
Salina	9	7	77.8	1729	64
Topeka	21	10	47.6	3252	96
Wichita	35	27	77.1	11090	332
Total	155	96	61.9	33267	1022

* Does not include principal.

1 One principal of a Salina school having 15 teachers did not give the number of pupils.

List of 55 Second-Class Cities, Number of Schools to Which
 Inquiry Blanks Were Sent, the Number of Replies by City,
 Per Cent Answering and Number of Pupils and Teachers
 Under Supervision of the Principals Answering

City	Number of In- quiries Sent	Number of In- quiries Returned	Per cent Answered	Number of Students in Schools Replying	Number* of Teachers in Schools Replying
Abilene	4	3	75.0	701	23
Augusta	2	1	50.0	240	9
Arkansas City	6	2	33.3	610	16
Baxter Springs	3	2	66.7	385	13
Bonner Springs	2	1	50.0	85	3
Caney	3	3	100.0	442	12
Chanute	6	4	67.0	487	17
Cherryvale	2	1	50.0	137	6
Chetopa	2	2	100.0	316	8
Clay Center	3	1	33.3	160	7
Colby	1	1	100.0	575	16
Columbus	2	1	50.0	140	6
Council Grove	2	2	100.0	410	17
Dodge City	5	1	20.0	390	14
El Dorado	3	1	33.3	415	12
Emporia	5	1	20.0	164	7
Eureka	3	1	33.3	---	---
Fredonia	2	1	50.0	225	7
Galena	3	2	66.7	631	21
Garden City	3	1	33.3	250	7
Garnett	2	1	50.0	215	10
Great Bend	3	1	33.3	445	11
Harper	1	1	100.0	208	8
Hays	2	1	50.0	210	8
Herrington	3	1	33.3	75	3
Hiawatha	2	1	50.0	170	7
Hoisington	2	1	50.0	250	7
Holton	2	2	100.0	241	8
Humboldt	2	1	50.0	120	6
Independence	3	2	66.7	850	28
Iola	3	3	100.0	890	32
Junction City	5	2	40.0	459	14
Kingman	1	1	100.0	350	12

* Does not include principal.

List of Second-Class Cities (concluded)

City	Number of In- quiries Sent	Number of In- quiries Returned	Per cent Answered	Number of Students in Schools Replying	Number * of Teachers in Schools Replying
Kingsley	2	1	50.0	140	5
Larned	3	3	100.0	538	19
Liberal	4	2	50.0	485	13
Lyons	3	3	100.0	585	19
Manhattan	5	4	80.0	1013	31
Marion	1	1	100.0	190	5
Marysville	2	1	50.0	---	---
Minneapolis	1	1	100.0	252	7
Neodesha	3	1	33.3	115	4
Newton	5	4	80.0	940	28
Norton	2	2	100.0	475	20
Olathe	3	2	66.7	299	8
Osage City	1	1	100.0	328	10
Osawatomie	2	1	50.0	370	12
Osborne	1	1	100.0	61	2
Oswego	2	1	50.0	24	1
Ottawa	4	3	75.0	715	23
Paola	2	2	100.0	450	20
Pratt	2	1	50.0	356	11
Sabetha	1	1	100.0	333	10
Wellington	5	5	100.0	791	28
Winfield	5	1	20	225	7
Total	151	92	61.0	19831	657

* Does not include principal.

List of 64 Third-Class Cities, Number of Schools to Which
 Inquiry Blanks Were Sent, the Number of Replies by City,
 Per Cent Answering and Number of Pupils and Teachers
 Under Supervision of the Principals Answering

City or School	Number of In- quiries Sent	Number of In- quiries Returned	Per cent Answered	Number of Students in School Replying	Number * of Teachers in School Replying
Almena	1	1	100	115	5
Altamont	1	1	100	125	4
Baldwin City	1	1	100	175	6
Bethel	1	1	100	154	4
Bison	1	1	100	270	7
Burrton	1	1	100	147	5
Bushton	1	1	100	150	6
Chase	1	1	100	296	11
Cherokee	1	1	100	215	8
Cheney	1	1	100	180	5
Coldwater	1	1	100	170	6
Cornith, K.C.	1	1	100	126	5
Cullison	1	1	100	85	4
De Soto	1	1	100	153	4
Douglass	1	1	100	170	7
Downs	1	1	100	175	7
Ellis	1	1	100	200	10
Elmdale	1	1	100	60	3
Ellsworth	1	1	100	88	3
Enterprise	1	1	100	112	5
Frankfort	1	1	100	140	6
Glasco	1	1	100	170	9
Geneseo	1	1	100	142	5
Greenburg	1	1	100	214	7
Halstead	1	1	100	160	8
Haven	1	1	100	170	8
Haviland	1	1	100	140	8
Hope	1	1	100	---	5
South Hutchinson	1	1	100	178	8
Jewell	1	1	100	108	6
Kiowa	1	1	100	---	---
La Crosse	1	1	100	200	10

* Not including the principal.

ABSTRACT

A Study of the Kansas Elementary School Principals

Introduction and Evolution of the Principalship

The principalship is a relatively new position in the public school systems. Schools were conducted in one-room buildings looked after by a teacher who was probably ill-prepared for the position as measured by present-day standards. If the teacher could teach the fundamentals of reading, writing and arithmetic and discipline the children, that was all that was expected of him in the way of instruction. The teacher also did all of the clerical work. A semblance of this condition still is found in the one-room rural schools of today.

According to McClure¹ the principalship in its process of evolution went through five stages: first, the one-teacher stage in which the teacher taught pupils, kept records, assumed responsibility of the building, and made reports as were required of him. Second came the head-teacher stage; the head-teacher sometimes was called the principal-teacher. When there was more than one teacher it became necessary for one of them to assume responsibility of taking charge of the school. Some duties

¹ Worth McClure, "The Development of the Elementary School Principalship," Seventh Yearbook, Department of Elementary School Principals, 1928, pp. 160-167.

of the head-teacher, who was usually the grammar teacher, were the admitting of pupils, visiting the primary schools, giving permission to use or study the next textbooks when the year's work was completed, and examining all scholars of the building as often as necessary. The principal-teacher disciplined, suspended, expelled and re-admitted pupils. The principal-teacher made rules for the use of the school premises.

The third stage was that of the teaching-principal. Assistants were employed in some cities to relieve the principal-teacher in order that he might help other teachers. This stage came about in about 1859 or 1860.

The fourth stage, that of building principal, came about in approximately 1880. The building principal was responsible for his own building. The success of the building principal depended largely on how well he performed duties other than instruction. His chief duty was administration.

The fifth stage, the most recent one, is that of supervising principal.

Statement of Problem

There is considerable evidence that there is a wide range of qualifications of elementary-school principals in Kansas school systems. The problem is (1) how to obtain information regarding the qualifications that elementary-school principals feel should be required for their work; and (2) what means or methods they use in supervision, administration and the performance of other school duties.

Method of Procedure

The minimum requirements for certification of elementary-school administrators were obtained and compiled from the latest rules and regulations on certification of teachers and administrators as supplied by the departments of public instruction of the forty-eight states and the District of Columbia.

The main portion of the data, based on the school year 1947-48, were obtained from an inquiry blank sent to the Kansas elementary-school principals. Inquiry blanks were sent to all elementary-school principals of first- and second-class cities, but in third-class cities only to principals of elementary schools having five or more teachers including the principal.

The names and school locations of the principals who received inquiry blanks were obtained from the 1947-48 Elementary School Reports on file in the office of the State Superintendent of Public Instruction at Topeka, Kansas.

The information obtained from the inquiry blanks concerned the principals' experience as teacher and as principal, the highest degree held and number of teachers and pupils under their supervision. The main body of the inquiry blank called for opinions on the least amount of college training a beginning principal should have, the courses which should be required as professional training for the principal, and the number of years of teaching experience a beginning principal should have.

Other questions dealt with methods the principals used in supervision and improvement of instruction, and the things an elementary-school principal should do to bring about better school and community relations.

The questions used in the inquiry blank were of the multiple-choice type. This type of question was considered superior to the commonly used yes or no type in which only one choice can be made.

The 523 inquiry blanks were mailed March 12, 1948, and 252 usable answered inquiry blanks were returned

by the April 12, 1948, deadline. Of the 155 elementary-school principals of first-class cities, ninety-six returned inquiry blanks, Ninety-two of the 185 principals of second-class cities answered and sixty-four of the 183 from third-class cities.

The answers were tabulated carefully on frequency charts. If there was any doubt about what the principal meant by his marking, the information was not used.

In all but the second question of the first seven, the principal marked the one preferred method from a number of choices.

In the ranking questions the answers were given a final rank by computing first a mean rank for each item to be ranked in the question and then using the smallest number obtained from this computation as meaning a final rank of one.

Presentation of Data

Table I shows the number of states requiring bachelor's degree and the number requiring master's degree, the years and level of teaching experience required, the number of semester hours of professional training and certificates required as minimum requirements for administrator's certificate.

Table II shows, by class of city, information concerning the 252 Kansas elementary-school principals answering the inquiry blank, information as to sex, highest degree held, median number of total years experience as teacher, as principal, as teaching principal, as supervising principal and years in present position, and median number of pupils and teachers under supervision of each principal.

Table III gives a summary of opinions held and methods used by a majority of Kansas elementary-school principals answering the question in the inquiry blank.

Table IV is a summary table showing, by class of city, how principals ranked certain items in questions 8 to 17 of the inquiry blank.

Table V shows groups who in the judgment of 252 Kansas elementary-school principals should be acquainted with the principal's policies and proposals.

TABLE I

Table Showing Number of States for Each of the Minimum Requirements for Elementary-School Principals. Data Obtained in 1948 from Rules and Regulations Provided by State Departments of Education and District of Columbia

Requirements		Number of States
Degree	Bachelor's	22
	Master's	10
Years and Level of Teaching Experience Required	Elementary	
	1 year	1
	2 years	5
	3 years	4
	5 years	1
	Secondary or other	
	1 year	1
	2 years	2
	3 years	12
	5 years	1
	6 years	1
Number of Semester Hours Professional Training	6 hours	2
	8 hours	1
	12 hours	2
	14 hours	2
	15 hours	3
	16 hours	1
	18 hours	5
	20 hours	2
	24 hours	2
	28 hours	1
	30 hours	4
	40 hours	1
Certificates	Elementary Grade	10
	Professional Administrator's	30
	Health	2
	No Certificate Above Teaching Certificate	19

TABLE II

Table Showing Information by Class of City Concerning the 252
 Kansas Elementary-School Principals Answering Inquiry
 Blank. Data Based on School Year 1947-48.

		First Class Cities	Second Class Cities	Third Class Cities
Sex of Principal	Male	39	46	50
	Female	55	44	14
	No answer	2	2	0
Highest Degree Held by Principals	Bachelor's	41	45	18
	Master's	50	9	4
	No degree	4	36	38
	No answer	1	2	4
Median Number of Years	Total Years Teaching Experience	22.5	18.2	15.3
	Total Years as Principal	10	9	6.36
	Total Years as Teaching Principal	7.5	7.83	6.1
	Total Years as Supervising Principal	5.16	6.25	4.4
	Total Years in Present Position	5.1	3.9	2.6
Median Number of Pupils under Supervision of Principal		355	214	165
Median Number of Teachers under Supervision of Principal		10.3	7	6.4

TABLE III

Summary Table Showing Opinions Held and Methods Used by Kansas Elementary-School Principals in Answer to Questions on Inquiry Blank, and the Number of Principals in First-, Second- and Third-Class Cities Who Checked Them

Question	Opinions or Methods Used	Number of Principals		
		First Class Cities	Second Class Cities	Third Class Cities
College training needed.	Bachelor's degree	31	43	33
To have a highly qualified principal, local boards should	Choose the principal who understands child psychology and child development.	50	53	39
Amount of experience needed by elementary principal.	Three to five years teaching experience.	47	48	29
Method of supervision preferred by principals.	Work with teacher individually.	54	42	24
How principals make class-room visits.	Make surprise visits.	17	33	25
How principals help teachers improve instruction.	Have meetings in which best methods of instruction are discussed and demonstrated.	42	60	34

TABLE IV

Summary Table of Ranking Questions 8 to 17 Inclusive and Items Given a Rank of One by Kansas Elementary-School Principals of at Least One Class of City

Question	Item Ranked	Rank Given by Principals of		
		First Class Cities	Second Class Cities	Third Class Cities
8. How should principals bring to public attention work done by school?	Have on special days demonstrations of work done on class projects.	1	1	1
9. The type of supervision a principal does	Should be a philosophy based upon needs of community.	1	1	1
10. How can principals help teachers with discipline problems?	Make occasional visits to the homes of pupils.	2	1	1
	Ask parents to visit classroom while class is in session.	11	2	2
11. Principal can develop mutual teacher-principal relationships advantageously.	By being pleasant during interviews or conference.	1	1	1
12. Best time to hold teacher conferences.	Before school.	1	2	2
	After school.	3	1	1

TABLE IV (concluded)

Question	Item Ranked	Rank Given by Principals of		
		First Class Cities	Second Class Cities	Third Class Cities
13. Improvement of Instruction may be done effectively	By school principal	1	5	5
	By demonstration teachers.	5	1	1
14. When a principal visits a classroom he should	Make no notes.	1	2	2
	Sit in back of room.	2	1	1
15. What does a principal observe when he visits a classroom in order to improve instruction?	Pupils' attention during class.	1	1	1
16. The principal can serve his community best	By calling to the attention of teachers and community the needs of the community and school.	1	1	1
	How he treats children in school.	1	2	2
17. The principal's professional future depends on	How he gets along with his teaching staff.	3	1	4
	How he conducts himself as a citizen in the community.	2	3	1

TABLE V

Table Showing Groups Who in the Judgment of 252 Kansas
Elementary-School Principals Should be Acquainted
with Principal's Policies and Proposals

Groups Who Should be Acquainted with Prin- cipal's Policies or Proposals	First Class Cities	Second Class Cities	Third Class Cities	Total Prin. Answer- ing Item	Total Principal Not Check- ing Item
Students	87	82	55	224	28
Teachers	96	91	60	247	5
Custodians	85	72	45	202	50
Clerical Help	70	50	33	153	99
Supt. of Schools	96	81	54	231	21
Local Board of Educ.	76	69	50	195	57
Editor of Local Paper	54	38	28	120	132
Parents of Pupils	94	85	51	230	22
Public	59	40	31	130	122

Summary

The results of this study indicate that there is no uniformity among the forty-eight states as to the preparation and qualifications for the elementary-school principalship.

The survey of the preparation, at least according to degrees held by elementary-school principals in Kansas, shows that in first-class cities over 90 per cent of the principals answering have the bachelor's or master's degree, of the second-class cities almost 60 per cent and of the third-class cities slightly over 30 per cent.

The median number of years in present position of elementary-school principals for the 1947-48 school year is shown as 5.1 years for the first-class cities, 3.9 years for second-class cities, and 2.6 years for the principals of the third-class cities.

The above information indicates that Kansas elementary-school principals have prepared themselves beyond the Kansas requirement as set by the State Board of Education. This was true especially until the time the State Board of Education drew up the regulations effective September 1, 1948. In many cases, they used the schools of the

third-class cities as training grounds in preparing for the positions in the first- and second-class cities, where tenure is longer and salaries higher.

Ninety per cent of the principals answering the inquiry blank indicated that the bachelor's degree or more should be the minimum academic preparation for a beginning principal.

Tables III and IV show the prevailing opinions and methods used in supervision and in the improvement of instruction as performed by those principals who returned the inquiry blanks. Over sixty per cent of the 252 principals who answered inquiry blanks thought that a principal should have had courses in child psychology and child development.

In addition to the need for knowledge of child psychology and child development by the elementary-school principal, they also recognize the importance of a public relations program as indicated in Table V.